THE SCHOOL JOURNAL.

"Education is the one living fountain which must water every part of the social garden."

VOL. XXX, NO. 19. Whole No. 707.
Published by I. L. Kellogg & Co., 25 Clinton Place. NEW YORK, NOVEMBER 21, 1885. Terms $2.50 a year; $2.00 if paid in advance. SINGLE COPIES, 6 CENTS.

POWELL'S LANGUAGE BOOKS.

		Introduction Price.
How to Talk,	Over 200 *Illustrations,*	*42 cts.*
How to Write,	Over 175 *Illustrations,*	*60 cts.*

These two books, prepared by W. H. POWELL, A. M., Supt. of Schools, Aurora, Ill., are the result of many years successful effort in training children to talk and write correctly. Their purpose is to guide the young learner in the correct use of language at the time when he is acquiring a vocabulary and forming habits of speech.

These Books are not Diluted Grammars.
They are not merely Collections of Pictures.
They are not made up of Dry Lessons without Illustrations.
They are not at all like any other Language Books.

But they are by far most Successful Books of their Class.
Nearly a Quarter of a Million Copies have already been Printed.

They were adopted in January, 1885, for use in all the Schools of

The STATE OF DELAWARE, AND The CITY OF PHILADELPHIA.

They are Used in nearly all the Leading Cities and Educational Centers in the Country.

☞ For Circulars, Price-List, and Specimen Copies, please address the Publishers, or their nearest agent.

COWPERTHWAIT & CO., Philadelphia.

NEW YORK, 19 Bond St., WM. H. WHITNEY, Agent.
BOSTON, 15 Bromfield St. E. C. MCCLINTOCK, Agent.
CHICAGO, 153 Wabash Ave., F. S. BELDEN, Agent.

GINN & COMPANY'S
Recent Publications.

Wentworth and Reed's FIRST STEPS IN NUMBERS: A PRIMARY ARITHMETIC; Pupils' edition, 30 cents; Teachers' edition, *complete*, 90 cents; *Parts I., II. and III.*, 30 cents each.

Designed to embody the best work done in the primary schools of to-day.

Wentworth's GRAMMAR SCHOOL ARITHMETIC; 75 cents.

For training pupils to solve problems by neat and intelligent methods, and so become *practical* arithmeticians.

Wentworth and Hill's ABRIDGED PRACTICAL ARITHMETIC; 75 cents.

A popular academic arithmetic abridged for the use of Grammar Schools.

Wentworth's SHORTER COURSE IN ALGEBRA; 90 cents.

Easier than Wentworth's Elementary Algebra, but characterized by the same great excellences.

Stickney's PRIMER. By Miss J. H. Stickney. Introd. to "Classics for Children." 20 cts.

Original, combines valuable methods, saves time, preserves the pupils' naturalness, thoroughly practical.

Leighton's FIRST STEPS IN LATIN.

Advance pages now ready, free.

A complete one year's course for pupils between 9 and 14 years of age.

LECTURES ON SCHOOL HYGIENE.

By five leading physicians of Boston. 80 cents.

A practical book for every teacher.

Gummere's HANDBOOK OF POETICS.

By Francis B. Gummere, Ph.D., Head Master of the Swain Free School, New Bedford, Mass., and formerly Instructor in English in Harvard College. $1.00.

A manual for the scientific study of poetry.

Perry's SANSKRIT PRIMER. By Prof. E. D. Perry, of Columbia College. $1.50.

A practical introduction, containing grammar and exercises.

PEASE'S SINGING BOOK. By F. H. Pease, Detroit, Mich. 70 cents.

Embraces a graded course, with exercises for vocal culture, and a variety of easy and pleasing songs.

ANDREAS, edited, with notes, by W. M. Baskerville, of Vanderbilt University. Paper, 20 cts. In the Library of Anglo-Saxon Poetry.

Copies sent for examination on receipt of the introduction prices given above.

Now is the time to purchase CLASSICS FOR CHILDREN, the best supplementary reading.

GINN & COMPANY, Publishers, Boston, New York, and Chicago.

It gives us pleasure to announce that

SMITH'S PRIMER OF PHYSIOLOGY AND HYGIENE, AND
SMITH'S ELEMENTARY PHYSIOLOGY AND HYGIENE,

Having been unanimously recommended for use in the CITY OF BOSTON

By THE SUPERINTENDENT OF SCHOOLS, THE INSTRUCTOR IN HYGIENE,
THE BOARD OF SUPERVISORS, THE COMMITTEE ON INSTRUCTION IN HYGIENE,
AND THE TEXT BOOK COMMITTEE,

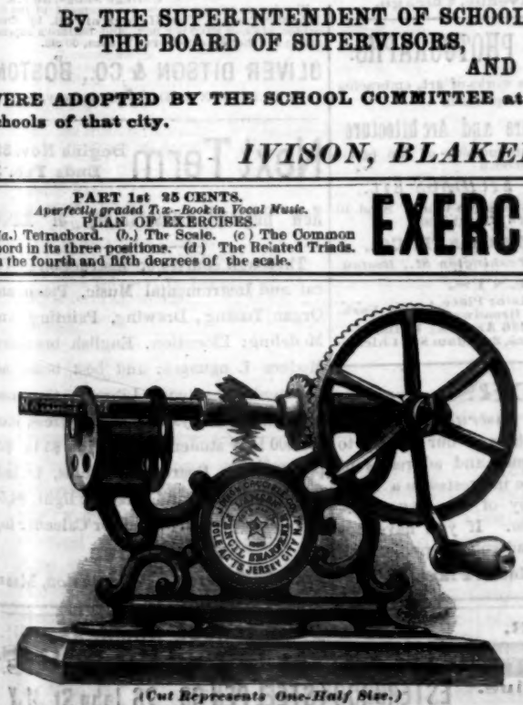
WERE ADOPTED BY THE SCHOOL COMMITTEE at their meeting October 27th, 1885, as the text-books for the Primary and Grammar schools of that city.

IVISON, BLAKEMAN, TAYLOR, & CO., NEW YORK.

PART 1st 25 CENTS.
A perfectly graded Text-book in Vocal Music.
PLAN OF EXERCISES.
(a.) Tetrachord. (b.) The Scale. (c) The Common Chord in its three positions. (d) The Related Triads. On the fourth and fifth degrees of the scale.

EXERCISES FOR SCHOOL AND HOME. SONGS

PART 2d. 50 CENTS.
Contains the finest collection of two part Exercises and Songs ever published.
Part 3. will be ready in July. Price, 75 cents.
C. H. BROWNE, 19 Bond Street, New York.



(Cut Represents One-Half Size.)

AN EXCELLENT CHRISTMAS PRESENT.

TEACHERS:

YOU have long desired a pencil sharpener that would be simple in construction, rapid and quiet in operation, durable and accurate in mechanism, and attractive in appearance. We now offer you one that meets fully all of these requirements.

DIXON'S PENCIL SHARPENER

MANUFACTURED UNDER THE W. H. LAMSON PATENT, MAY 12, 1885.

is one that any child can easily operate. It will sharpen 60 pencils in five minutes in a manner that will win your lasting approval.

The Dixon Pencil Sharpener is simplicity itself, the price is moderate, and if you value time and cleanliness and pleasant temper you cannot afford to be without one of these most effective machines. One of its chief merits is that when the knife becomes dull another can be placed in position in a few seconds. *Mention New York School Journal and send for descriptive circular.*

JOS. DIXON CRUCIBLE Co., Jersey City, N. J.

W. H. Walmsley & Co.

SUCCESSORS TO

R. & J. BECK,

1016 Chestnut St., Phila.

Microscopes and all **Accessories** and **Apparatus, Photographic Outfits for Amateurs, Spectacles, Eye-Glasses, Opera & Marine Glasses,** etc., etc.

Illustrated Price List mailed *free* to any address. Mention this paper in corresponding with us.

A. H. ANDREWS & CO.,

SUCCESSORS TO

BAKER, PRATT & CO.,

GENERAL SCHOOL FURNISHERS,

Manufacturers of the

CELEBRATED

Triumph" & "Paragon"

DOVETAILED

SCHOOL DESKS

Globes, Andrews' Tellurians, Maps, Anatomical, Philosophical and Geographical Charts, Blackboards, etc.

The latest inventions in School Apparatus for every grade of school. Special circulars of any of the above, free on application.

A. H. ANDREWS & CO.,

19 Bond Street, New York.
815 Arch Street, Philadelphia,
27 Franklin Street, Boston.

SCHOOL BOOKS BOUGHT

TEACHERS

Send us a list of all the School Books you wish to dispose of and we will make an offer for cash or exchange.

W. H. KEYSER & CO.,

Tenth and Arch Sts., Phila.

NATHANIEL JOHNSON,

MANUFACTURER OF

CHURCH AND SCHOOL FURNITURE

Reversible Settees for Sunday-Schools,

KINDERGARTEN TABLES, ETC.

490 Hudson St., New York.

Sibley's Patent Pencil Sharpener,

The Only Practical Lead and Slate Pencil Sharpener Ever Invented.

Simple, durable, and easily kept in order. Works rapidly, and makes a fine point. **Warranted to work twice as fast as any Pencil Sharpener in the market.**

Send for descriptive circular to

WILLARD E. SIBLEY, *Waltham, Mass.*

A NEW SHEET OF

DESIGNS IN DRAWING.

120 BEAUTIFUL PATTERNS

Mailed for **20 cents.** Busy Work, Primary Reading and Language Lessons.

Book-Keeping Taught by Correspondence,

WRITE FOR PLAN.

W. N. HULL, Cedar Falls, Iowa.
Prof. in State Normal School.

HOME INSURANCE COMPANY OF NEW YORK. Office 119 Broadway. Sixty-third Semi-Annual Statement, January, 1885.

CASH CAPITAL,	$3,000 000 00
Reserve Premium Fund,	2,847,565 00
Reserve for Unpaid Losses and Claims,	405,708 64
Net Surplus,	1,141,736 91
CASH ASSETS,	$7,395,000 55

SUMMARY OF ASSETS.

Cash in banks,	$ 351736 41
Bonds & M'gages, being 1st lien on R'l Es't	1,005,400 00
United States Stocks, (market value),	2,845,635 00
Bank & R. R. Stocks & Bonds, (m'ket value)	1,699,400 00
State & City Bonds, (market value),	222,000 00
Loans on Stocks, payable on demand,	254,050 00
Interest due on 1st January, 1885,	105,882 45
Premiums uncollected & in hands of agents,	356,002 72
Real Estate,	655,183 97
TOTAL,	$7,395,090 55

CHAS. J. MARTIN, President,
D. A. HEALD, V. P.; J. H. WASHBURN V. P., & S. B. GREENE, and W. L. BIGELOW, Ass't Sec's

WEBSTER'S UNABRIDGED DICTIONARY.

In various Styles of Binding.

A Library in Itself.

The latest edition has **3000 more Words,** in its vocabulary than are found in any other American Dictionary, and nearly **three times** the number **OF ENGRAVINGS.**

In quantity of matter, it would make 75 12mo volumes usually sold for $1.25 each.

Its brief **Biographical Dictionary** (nearly 10,000 Names) is a valuable feature.

THE LONDON TIMES says: Webster's is the best Dict'y of the language.

JUST ADDED

A NEW PRONOUNCING

GAZETTEER

OF THE WORLD,

Containing over 25,000 Titles, briefly describing the Countries, Cities, Towns, and Natural Features of every part of the Globe.

The Family Educator.

It will answer thousands of questions to the wide-awake child. **It is an ever-present and reliable school-master to the whole family.** *S. S. Herald.*

SUPPLIED

at a small additional cost with

Patent Reference Index,

a book-saving and time-saving invention.

"The greatest improvement in book-making that has been made in a hundred years."

Webster is **Standard Authority** with the **U. S. Supreme Court** and in the **Government Printing Office,** and is recommended by the **State Superintendents of Schools** in **36 States,** and by over **50 College Presidents.**

Published by G. & C. MERRIAM & CO., Springfield, Mass.

JOSEPH GILLOTT'S STEEL PENS.

THE FAVORITE NUMBERS, 303, 404, 332, 351, 170, AND HIS OTHER STYLES

SOLD BY ALL DEALERS THROUGHOUT THE WORLD.

For Fine Writing, No. 1, 303, *and Ladies',* **170. For Broad Writing, 294, 339,** *and Stub Point,* **849. For General Writing, 332, 404, 390.**

For ARTISTIC USE in fine drawings, No. 659 (the celebrated Crowquill), 290 & 291.

Other styles to suit all hands. ☞ Sample Cards, Price Lists, etc., furnished on application.

JOSEPH GILLOTT & SONS, 91 John Street, N. Y. **HENRY HOE, Sole Agent.**

6 Barclay St., 12 Vesey St., E. B. BENJAMIN, NEW YORK,

Importer and Manufacturer of

SCHOOL AND LABORATORY APPARATUS, PURE CHEMICALS.

Agent for NON-BLISTERING PLATINUM.

A very large stock of first-class Apparatus for sale at lowest rate for best goods. Correspondence solicited.

THE BEST, CHEAPEST, AND MOST DURABLE BLACKBOARD.

TRIED! TESTED!! PROVED!!!

Endorsed by all Superintendents and Teachers wherever used.

☞ **Send for full Descriptive Circulars.** ☜

A. H. ANDREWS & CO., { **19 Bond Street, New York. 27 Franklin Street, Boston. 815 Arch Street, Philadelphia. 178 Wabash Avenue, Chicago.**

Diagrams! Diagrams! Diagrams!

GRAMMAR AND ANALYSIS

MADE EASY AND ATTRACTIVE BY

DIAGRAMS.

The most complete work on grammatical diagrams yet published. It contains 110 pages of engraved diagrams, about 800 different sentences, comprising ALL the difficult sentences of Harvey's Grammar (both old and new editions), with many notes and explanations; also *difficult* sentences from other grammars, and Greene's Analysis, closing with several pages of miscellaneous sentences, verbal analysis and parsing. **Price, $1.25.**

Sent prepaid to any address on receipt of price, Address the author,

F. V. IRISH, Institute Instructor, Lima Allen Co., O

☞ Prof. F. V. Irish of Lima, Ohio, is competent to do excellent work in Teachers' Institutes. He is scholarly and progressive and possesses the art of talking to teachers. His book, *Grammar and Analysis made Easy and Attractive by Diagrams* must command the attention of progressive teachers and superintendents of schools."—*Hon. LeRoy D. Brown, Ohio State Commissioner of Common Schools.*

UNMOUNTED PHOTOGRAPHS.

Of ancient and modern works of art, embracing the masterpieces in

Painting, Sculpture and Architecture

Together with Reproductions of the best modern

ENGRAVINGS, ETCHINGS ETC.,

And Views from all parts of the World. Send 10 cents for catalogues of 7,000 subjects.

SOULE PHOTOGRAPH CO.,

338 Washington St., Boston.

AGENTS.

Jas. Pott & Co., 12 Astor Place, Wm. T. Gregg, 318 Broadway, Chas. A. Duhring, 1336 Arch St., Phila. Household Art Rooms, 24 Adam St., Chicago } **New York.**

TO ALL TEACHERS

who are interested in placing *Pure, Entertaining,* and *Instructive* reading into the hands of our boys and girls.—You can co-operate with us in our efforts to aid the young folks in this direction, by sending us the names and addresses of three parents of your acquaintance, whom you think would be interested in a magazine of the nature mentioned. We would like to send a copy of our TREASURE-TROVE AND PUPILS' COMPANION to them, for their examination. If you have not already seen a copy of this magazine, we will be pleased to send you a copy.

E. L. KELLOGG & CO., 25 Clinton Place, N. Y.

EIMER & AMEND,

205, 207, 209 and 211 Third Avenue, NEW YORK.

Importers and Manufacturers of

Chemical Apparatus,

AND

CHEMICALLY PURE CHEMICALS.

Chemists, Colleges, Schools, and Laboratories,

Supplied with the best goods at the lowest prices. **Bunsen's Burners and Combustion Furnaces, a specialty in manufacture.**

DISFIGURING HUMORS

HUMILIATING ERUPTIONS ITCHING AND BURNING TORTURES

AND EVERY SPECIES of Itching, Scaly, Pimply, Scrofulous, and Infantile Humors cured by the CUTICURA REMEDIES.

CUTICURA RESOLVENT, the new Blood Purifier, cleanses the blood and perspiration of impurities and poisonous elements, and thus removes the cause.

CUTICURA, the great Skin Cure, instantly allays Itching and Inflamation, clears the Skin and Scalp, heals Ulcers and Sores, and restores the Hair.

CUTICURA SOAP, an exquisite Skin Beautifier and Toilet Requisite, prepared from CUTICURA, is indispensable in treating Skin Diseases, Baby Humors, Skin Blemishes, Chapped and Oily Skin.

Sold everywhere. Price: Cuticura, 50 cents; Soap, 25 cents; Resolvent, $1.

POTTER DRUG AND CHEMICAL CO., BOSTON, MASS.

☞ Send for "HOW TO CURE SKIN DISEASES."

THE NEW ENGLAND CONSERVATORY METHOD FOR THE PIANOFORTE.

A large, well arranged and practical Method, compiled at first for use in the great Conservatory, and well tested and tried in its classes. The sale increase, from year to year. It is considered a standard book. Published in three parts, at $1 00 each, or complete $3.00. There is one edition with American, and one with Foreign fingering.

Ritter's Students' History of Music is recognized as the best and most complete work of the kind.

PRICE, $2.50.

THE VOCAL BANJOIST.

The Banjo, as at present constructed, is a handsome instrument, capable of producing music of a high order, and quite at home among refined musical people. **The Vocal Banjoist** contains 50 well selected popular songs, with accompaniments for Banjo, arranged by Gad Robinson.

PRICE, $1.00.

Remember the universally popular **War Songs, 50 cts. Minstrel Songs, $2 00. College Songs, 50 cts.**

We also announce a new arrangement of the fine Patriotic Cantata, **The Heroes of '76,** by Trowbridge, $1.00, or $9 00 per doz., and Ballard's superior music for the **Ninety-First Psalm,** 60 cts.

OLIVER DITSON & CO., BOSTON.

C. H. DITSON & CO., 867 Broadway, N. Y

Next Term Begins Nov. 23. Ends Feb. 3.

New England Conservatory of Music.

Thorough courses of instruction in Vocal and Instrumental Music, Piano and Organ Tuning, Drawing, Painting, and Modeling; Elocution, English branches, Modern Languages; and best home accommodations (with Library, Gymnasium, resident Physician, Preceptress, etc.) for 500 lady students. Tuition $5 to $20 per term. Board and rooms, including Steam heat and electric light, $4.50 to $7.50 per week. Send for Calendar to,

E. TOURJEE,

Franklin Square, Boston, Mass.

ESTERBROOK'S STEEL PENS.

No. 333, Extra Fine.

STANDARD SCHOOL NUMBERS,
333, 444, 128, 105 & 048.

FOR SALE BY ALL STATIONERS.

ESTERBROOK STEEL PEN CO. 26 John St. N.Y

The School Journal.

ESTABLISHED 1870.

THE SCHOOL JOURNAL.

A WEEKLY JOURNAL OF EDUCATION.

AMOS M. KELLOGG,
JEROME ALLEN,
FRANCIS W. PARKER,
} EDITORS.

A FEW SIMPLE POINTS.

1. The price of the SCHOOL JOURNAL for 50 nos. per year, is $2.00 in advance. If not paid in advance, $2.50 per year; for 3 and 6 months at proportionate rates.
2. Subscriptions always begin with the first number of the current month unless we are otherwise directed.
3. The JOURNAL is usually mailed to subscribers on Thursday of each week.
4. The date on name and address label on each paper, shows up to what date the subscriber has paid.
5. Notify us at once of any change in your address and always give the P. O. at which you are receiving the paper when you wish it changed.
6. We send the JOURNAL until ordered to discontinue it, and the extra copies are paid for at 5 cents each.
7. It will be discontinued at *end* of subscription if we are notified beforehand.
8. When we notify you that your paid subscription has expired, please reply at once (1) with $2.00 for another year; or (2) state when you will pay if you cannot at once; or (3) ask to have the paper stopped.
9. Send money by postal order, draft on New York, or registered letter. Postal notes and bills are not so safe, but are seldom lost if carefully sealed and addressed. Stamps taken for fractions of a dollar. We acknowledge every remittance.
10. All complaints about irregularity of coming of the paper must be made directly to us, and not to our agents.
11. We send the SCHOOL JOURNAL after the paid subscription has expired, for the reason that teachers often have not the money to send at that time, as they are paid quarterly, and even at longer intervals. If the above rules are carefully followed, this plan is entirely unobjectionable.
12. Sample copies, club rates, and large 12-page illustrated premium list sent *free* to any address.
13. Advertising rates on application to J. I. CHARLOUIS, 25 Clinton Place, N. Y.

E. L. KELLOGG & CO.,
EDUCATIONAL PUBLISHERS,
Box 1696. 25 Clinton Place, (8th St.) N. Y.

MANAGER WESTERN OFFICE,
I. W. FITCH
335 Wabash Ave., Chicago, Ill.

GEN. EASTERN AGENTS,
HENRY A. YOUNG & CO.,
55 Franklin st., Boston, Mass.

New York, Nov. 21, 1885.

CONTENTS.

EDITORIAL:
President Lincoln's Study—How to Attain Fame—John Wesley's Tact—Want of Coherency—Labor and Discipline 291
EDITORIAL NOTES:
Facts—Institute Workers—"Mixing Operations"—Readjustment of Salaries 292
EDUCATIONAL ARTICLES:
A Few Things from the Connecticut Teachers' Association 292
Examinations 292
Useful Versus Useless Grammar. By Principal W. L. Burdick 293
THE SCHOOL-ROOM:
Attention. By Wm. M. Griffin, A. M. 293
An Exercise in the Use of Prepositions 294
Geographical Apparatus.—II 294
Criticising Children. By Supt. Thomas M. Balliet 294
How to Keep the Little Ones Busy 295
TABLE TALK 296
READING CIRCLES 296
FOR THE SCHOLARS:
Reproduction Exercises 296
The Battle of Long Island 297
General Information Questions 297
The Things of To-Day 297
EDUCATIONAL NOTES 298
New York City 298
LETTERS 299
BOOK DEPARTMENT:
New Books 299
Magazines 300
Announcements 300
Books Received 300
Live Answers 300

THE confessions of President Lincoln in reference to the way he got his education are very interesting. He says: "When I started on a hunt after an idea I could not stop until I had caught it, and then I was not satisfied until I had put it in language plain enough for any boy I knew to comprehend. This was a kind of passion with me, and it has stuck by me; for I am never easy now when I am handling a thought till I have bounded it north, and bounded it south, and bounded it east, and bounded it west." There is a whole volume on the practice of teaching here. The boy who succeeds in this world must have *grit* and *grip*, The namby-pamby mollusk who dandles his book as a girl dandles her doll will never amount to a row of pins.

"BY what means may a man attain an honest name and fame, Socrates?" asked a certain Greek one day. The philosopher replied: "He must earnestly apply himself to be such a man indeed as he desireth to be accounted and esteemed." There is much wisdom in this reply, for it requires a man to live up to his own ideal of excellence. We never rise above what we think, and it is the work of the teacher to create in his pupil higher thoughts than he now has. A self-satisfied teacher is a dead teacher. A feeling of unrest is necessary to growth. The stagnant teacher says: "Let me alone. I am all right as I am; don't disturb me." So he never applies himself to be a better person than he now is. The training of the desires is one of the most important parts of a school education.

JOHN WESLEY was a very wise man; for he knew how to reach and influence men, as the following incident will prove. When he was quite old he was riding in a stage-coach with a young man who swore a great deal. When they stopped to change horses he looked at the registry books, and then said to his companion: "I perceive you and I are going to travel together a long distance in this coach. I have a favor to ask of you. I am getting to be an old man, and if I should so far forget myself as to swear, you will oblige me if you will caution me about it." The young man apologized, and there was no more swearing heard from him during that journey. Here is a very effective lesson in the way to govern others. Teachers can learn much from it. There *is a way* of governing the worst pupils; the difficulty is, we are not always able to find it out.

ONE of the greatest obstacles in the way of the respectability of the teaching profession is a want of coherency. Teachers do not have an *esprit de corps*. They often meet, but not for the purposes of self-defence. The time has fully come when teachers should dictate terms to their employers, and not be dictated to. As it now is, they come and go, are examined or not examined, teach this, or do not teach it, *because so commanded*. They are hemmed by rules and regulations, so that their own liberty of thought and action is greatly abridged, and frequently destroyed. Supervising officers assume that the average teacher is not able to direct himself, and cannot be trusted. The entire system of instruction and discipline in a city should be committed to the teachers. The entire control of a school should be given to its principal. So much ought to be done at once. A Board of Education composed of lawyers, doctors, merchants, and bankers have no more business to dictate to teachers how and *what* they shall teach, and how they shall govern, than they have to their doctors how and what they shall prescribe, or to their ministers how and what they shall preach. The bondage of the teaching profession today is the fault of teachers. They willingly submit to be led, and the result is, there are enough who are willing to lead. All of this in the near future is coming to an end.

THERE is a great difference between labor and discipline. The object of all school work is to promote moral, mental, and bodily growth; but certain kinds of labor are stunting and stultifying. The teacher often says: "Study hard; get your lesson;" and is satisfied when she gets hard study and perfect lessons. But is she careful to inquire how much discipline has been promoted by the process? No strength can be obtained from forced study. Growth and discipline come from spontaneous work. The boy who is made to hoe corn all day gets no more education from it than does the boy who is *made* to work out a certain number of problems in arithmetic. There are millions of human beings who must be kept at hard work all their lives in order to keep them from doing mischief; the very safety of the world depends upon their constant occupation. But this is not the reason why the true teacher keeps her pupils at work. There is no discipline in storing a barn with hay, or the mind with useful knowledge. Both are stuffing processes, not growing. True growth comes through discipline, produces education, and ends in wisdom. It begins with a knowledge of self, and ends in a knowledge of God. Its means are sympathy, good motives, benevolence, beneficence, and earnestness. A patient, plodding boy who has no zeal will not grow. He may learn a few facts, and these may help him in some inferior employment, but he will be dumb, and driven all his life. We meet thousands of such people everywhere we go. They vote a certain ticket because somebody else votes it. They plow and harvest, eat and sleep, come and go, mere imitators—nothing more. They can carry on no conversation, except on the most trivial subjects, in fact, they are cyphers, nothings, in a busy world. Of course they are harmless, and in their way serve the world as necessary mortar between bricks in the human temple, and so will receive their reward. Now, it is not the object of discipline to produce such men and women. The world doesn't want them. Live people, educated into the divine art of independent thinking, plow, spin, hoe, dig, write, buy and sell infinitely better than a human machine, plodding in a given course because so commanded. *Discipline through labor* is the end and aim of all true school work.

BROTHERS COOK and Reeder, of the *Illinois School Journal*, are feeling sore over something, evidently. The "6,000 readers" alluded to by the editor of the PRACTICAL TEACHER was not a correct statement of the subscription list; he might properly enough have said 25,000 readers, for that paper was very widely read. It was just as we said, "upwards of 10,000"; and that list added to the list of the INSTITUTE, compelled us to publish 40,000. We hope, Jan. 1, 1886, to say it is 50,000. The trouble with those gentlemen is that they did not have the facts.

THE Institute season in New York for the fall is drawing to a close. Never in the history of the state has there been so large an attendance. The belief of State Supt. Ruggles is that if the Institutes are worth the money they cost, they are worth the attendance of *all* the teachers of the state. On this theory the present law was enacted and is now enforced, and it is very difficult for teachers and districts to draw public money if they ignore the Institutes. Dr. John H. French will go to Oswego County for the week commencing Nov. 30, after which he will conduct institutes in Mercer County, Pa., Dec. 14; and in Venango County, Dec. 28. During the week commencing Dec. 7, he will lecture for three days to the teachers of Delaware, at Dover. Mr. James Johonnot will spend the winter in the South. Supt Sanford and Dr. Bouton will take a little needed rest before the spring campaign opens. The Institute work requires the constant labor of the faculty, night and day for ten months of the year. Only the very best educational talent the state affords can stand the mental and physical strain of this kind of instruction.

IN reply to an inquiry in relation to Mr. Calkins' remarks in a recent address before the Primary Teachers of New York, it is proper to say that his statement about, "Mixing operations," taken in connection with the examples given to illustrate his point, evidently meant that to require a pupil to take a number of blocks, beans, pebbles, or other objects, and to perform with them all the possible operations commonly known as addition, subtraction, multiplication, and division, many times over, before the pupil *shall be permitted to see and know the figure* or symbol for the *number* of objects under the child's observation, is a *mixing of operations* that have no necessary relation with the perception of the number to be learned—and that such operations, long continued, tend to retard and weaken, rather than to strengthen the child's perception of number—and that such exercises tend to the formation of habits in the pupil that become detrimental in subsequent operations with numbers.

Mr. C. said plainly that modes of teaching used by those who attempt to carry out the Grube method are an abuse of methods of teaching numbers. He cited an instance of a teacher who, after spending *an entire month* in trying "to develop the idea of one" by the use of beans, pebbles, blocks, etc., and who began during the second month "to develop the idea of two," and during all this period did not allow the pupils to see or use the *figure one*, because she had heard that the knowledge of figures, even as symbols of the numbers of objects counted, must not be taught until the pupils have spent *one year in manual operations with beans, pebbles, etc.*, which shall include all numbers from one to ten.

Such a use of methods of teaching number, Mr. C. evidently regards as "long-drawn-out-nonsense." It takes no account of the fact that children know *one* and *two* before they begin school attendance.

THE teachers of New York are very much excited over two plans contemplating the readjustment of their salaries. Since the teachers of other cities will be interested to know what the points at issue are, we present them in as brief a manner as possible:

1. The difference of amount paid to men and women is increased in favor of the men.

2. Several lower grades are made equal in the larger schools, so that a teacher may be promoted several times without an increase of salary, but in the smaller schools she would receive an increase for each promotion.

3. The grade of salaries is based upon average attendance. A school may decrease in attendance, while the classes may be as many as ever.

4. No distinction is made between teachers in boys' and those in girls' schools, while the former have much more arduous duties to perform.

5. Male teachers receive salaries entirely disproportionate to those given female teachers. A man who is first assistant will get $2.004, while a woman who has the same work to perform will get but $1,056. One of the schedules fixes the salary of the young man, who enters the service without any previous training, at $900 per annum, with an increase for every year he teaches until he reaches a certain maximum. The young woman, who has spent four years studying her profession, receives the munificent sum of $400 the first year and $500 the next, with no guarantee that her salary will ever receive another increase. In all likelihood she will teach a lifetime and never reach the $900 the youth starts on. The salary for the highest male assistant will be nearly $1,000 more per annum than that of the woman in the same position. Where is the justice in this scheme?

6. In every other department of public work except the public schools, the incumbent is protected against any diminution of salary during tenure of office. If the Board of Education must cut down the salaries, the reductions ought to be made, in fairness, to apply to the new comers, and not to the old and tried servants of the Board.

7. It is unfair to cut down any teacher's salary when the steady increase of population and the steady demand for improved methods of teaching and thoroughness of tuition is so great as at the present time.

8. In some instances, the plan will make the vice-principal's salary less than his next assistant teacher.

Several very interesting facts and remarks have been developed by this discussion. Here are a few. Commissioner Traub said:

"It seems to me that a young girl coming from the Normal College should not receive more than $300 at first. Now they get $500. I would have them wait three years on a small salary, and see whether they were going to be married, or to become good teachers."

Com. Simmons said: "A woman can get married at any time."

The teachers will hail this remark with joy. It comes with authority. Another said:

"A class of forty boys is equal to sixty girls. The small boy is a complex problem, whatever a large boy may become."

Another said:

"Will some one kindly tell us what the men teachers have done, that their salaries should be raised? And what have the lady teachers done that theirs should be reduced! The gentlemen have always had the lion's share of the appropriation, although they have the smallest classes, and although all educators agree that women are more adapted for and do better teaching.

"In the name of justice, I ask, should this be permitted? Are the public willing to see money taken out of the pockets of the women who are serving them, to be put into the pockets of men?"

A FEW BRIGHT THINGS FROM THE CONN. TEACHERS' ASSOCIATION.

Mr. Morse, the oldest active public school teacher in New England, said that—

"In these days of 'The New Education,' 'The New Departure,' there may be something of sterling value in the 'Old Education' that should not be surrendered but sustained with unyielding tenacity."

Mr. Holt, of Boston, said:

"Children and a great many grown people think that singing by note is a terribly hard thing. In fact, in fifteen minutes any one can learn the principles of such singing; using his left hand to represent the lines of the staff, and the index finger of the right hand to represent the notes, by shifting from one finger to the other of the 'staff.' He gave an exceedingly interesting exhibition of what is termed 'manual singing.' The assemblage, after the first minute, followed and sang the notes easily. The effects were surprisingly good."

Attracted by a remark made by Mr. Fisher, a teacher on one of the front benches arose and gravely asked, "Is there any difference between art and science, ultimately?" Mr. Fisher knitted his brows, pondered for a moment and made an off-hand guess that there wasn't. The teacher ejaculated "Umph" and subsided.

Senator Hawley said:

There should be more attention paid to the study of history—of the United States and this state—in our public schools. It is not the books of history—it is the spirit of history, beginning far enough back to understand the beginning of the settlement of this country. One quarter of the people of this state were born outside of it, and do not know its history. There is no good and popular history of Connecticut, though no country has more to be proud of. Connecticut was abreast of the thought of the world even in its earliest days. This school here is 240 years old. In 1662, the charter which Connecticut people got from King Charles answered all purposes until 1818. The people of this state have always been first in inventive production, first in many wars, and first in other ways too numerous to now recall.

The editor of this paper begs leave to suggest to Senator Hawley that during the past generation it has been supposed that Connecticut has been a little lacking in public school educational enterprise.

Mr. Joslyn said:

"Poor citizens are often good scholars. The end of teaching is not taught in books or routine. The teacher must furnish it. More can be done for the scholar in his relation to the state by his teacher than much algebra and Latin can do. A faithful and successful public school teacher is an honor to every community."

Rev. Dr. Crosby, of New York, said:

"The true teachor joins his soul to those of his pupils. He infuses into them his own enthusiasm. The growing pupil is the one who thinks, and not the one who simply remembers. This accounts for so many bright boys amounting to nothing as men. Brightness and dullness as a standard in school is a false one.

"Many educated men share, with those less favored, the belief that the idea of education is a stowing away of facts. This is a vulgar error. In Germany the mind is stored with facts rather than trained in principles.

"The office of teacher is one of the highest, and also one of the most abused in the land. Charlatans occasionally find their way into the ranks to disgrace the whole class.

"The pupil should be pleased with his teacher. As a rule he is not, and this is usually found to be the teacher's fault. I am no believer in text-book teaching. Anybody can map out a lesson and hear pupils recite it. This conception of a teacher's duty is a low one. Yet to judge of the number of persons who, having failed in other walks of life, enter the ranks of school teachers, this low idea largely prevails."

Prof. Sumner, of Yale College, said:

"The time is coming when the schools will have to fight for their existence, and nothing must be allowed to be done to disturb the confidence of the public in them. It is a serious matter to shake the public confidence in this direction.

"Complaints are always abroad, and must be met. Of course many were unjust; but great care should be exercised that the number be not legitimately increased.

"It is easy to have too much method. In such cases the child grows up and goes out into the world before the teacher has made up his mind how the pupil shall be taught.

"In the country school districts of this state the taxpayer will not pay for a good school. He says he can not afford to. In the cities school committees are liable to be too generous."

EXAMINATIONS.

NOTE.—This article is to be read in connection with the article on "Consciousness" in last week's JOURNAL.

The very highest idea of the old school-master was "scholarship," and the most important question discussed by him was: "How can children be made to learn the book?" The answer was: "Study," "Commit your lessons," and the final aim of all training was to produce in pupils a re-

markable faculty in answering technical questions. But advancing light has revealed a better way, and it has been declared by the best thinkers of the present century, that which ought to be transcribed in every teacher's note-book, and thoroughly believed by all who have the good of the young at heart, that:

THE POSSESSION OF WHAT TRUE EDUCATION GIVES NEVER WAS AND NEVER WILL BE PUT UPON AN EXAMINATION PAPER.

That course, from whatever source it may come, that requires pupils to coach and cram for an examination is repressing not educating. The examination ogre, as an educational inducement, is on a par with the ghost stories with which old nurses used to frighten cross children. When a student comes to his test with fear and trembling lest he shall fail, he is impelled by motives calculated to unfit him for the work of life. The object of school life is not "passing" an examination; and if any teacher who reads these lines has not learned higher, better, more radical and soul-stirring incentives by which pupils can be impelled to study than the fear of examinations, he has not learned the most important part of his calling. He is living among the unwholesome bogs of miasmatic educational swamps. He needs to get up into a purer atmosphere. Here are a few helpful facts for his benefit:

Each child stands as an individual soul before the teacher and his God, to be educated into better thinking, and living.

The teacher's work is to help each pupil to remedy his defects, and give him the power of living a noble, pure, earnest, and successful life.

In order to accomplish this work, the teacher must *know* himself. This self-knowledge comes from an educated consciousness.

When the teacher knows himself, then, and not until then, is he in a situation to know his pupils; for there are certain qualities all must possess in order to succeed in life. First of all, there are the

MORAL ELEMENTS,

among which are the following:

1. Courage to do right.
2. Obedience to the voice of conscience.
3. Forgiveness of injuries, as we hope to be forgiven.
4. Helpfulness of others as an impulse.
5. Strict faithfulness in small duties.
6. Honesty in words and actions.
7. A reverence for God and his Word.
8. Conquering self-degrading impulses.
9. Self denial, if necessary.
10. Kindness to the unfortunate.
11. Mercy to animals.
12. More delight in giving than receiving.
13. Patience and hopefulness.
14. A desire to live usefully.

The true teacher will at once settle those points in himself, and know how he stands; then he will at once set himself about th work of trying to bring each one of his pupils to a high plane of living on the subjects here mentioned. He will have a book in which the names of all his pupils will be written, and from time to time he will mark opposite each name the moral standing of each. Some will be high, others low. Now comes the study, "How can I make this one grow in this particular?" in other words: "*How can he be educated?*"

A whole volume could be written on this head, including methods, incentives, motives, devices, and plans for promoting the moral condition of growing minds. The value of such a treatise would be great to those who are thoroughly alive to the importance of the subject. In future numbers of the JOURNAL we shall touch on many of these points. We now come to the

INTELLECTUAL ELEMENTS.

These should be transcribed in a book, and from time to time pupils should be given work to do that will test their standing on each of the particulars here mentioned. We give those only that are necessary to success in life, either as a merchant, a mechanic, a farmer, a journalist, a doctor, a lawyer, or a preacher;

Continuity.	Acquisitiveness.
Caution.	Memory.
Imagination.	Generalization.
Analysis.	Synthesis.
Language.	Firmness.
Self-esteem.	Application.
Veneration.	Ideality.
Accuracy.	Constructiveness.
Mirth.	Hope.
Suavity.	Vitality.

Sense of color, weight, size, and form.
Locality; time, form.
Benevolence. Calculation.

Under the PHYSICAL ELEMENTS the following should be the subjects of examination:

Health.	Voice.
Eyesight.	Dexterity.
Hearing.	Handwriting.
Habits.	Postures.

An examination on all these points will reveal weakness, strength, and remediable defects, and give the teacher the opportunity of studying how the pupil may be so trained as to become a useful member of society. In the child garden as in the house garden, each plant must have the training suited to its individual needs.

USEFUL VERSUS USELESS GRAMMAR.

BY PRINCIPAL W. L. BURDICK, Willimantic.

(A paper read before the Connecticut Teachers' Association.)

By grammar we will understand the great body of rules and principles that underlie the structure and usage of language. Grammar, then, is the scientific exposition of a given tongue resulting from a close study of its formation, not the principles of language as elucidated by this book or as set forth in that book, but as the real principles of language, whatever those principles may be. What they all are we know not wholly yet, but I trust we are all searching after them.

What, then, is useful grammar? Useful grammar would include those principles of the formation and usage of a language which would help us in our personal needs of that language. Useless grammar would include all the rubbish and litter which is not only a hindrance in the accomplishment of our purpose, but which is even of no advantage. This ought to be very clear to us. The carpenter who has a certain piece of work to do, knows that certain tools are useful, and that other certain tools are, in this particular instance, of no earthly value. The student, when pursuing a certain line of investigation, knows that certain books are useful, and that others are worthless for this purpose. So we, in this work which we have to do with language, know, without being told, that certain things, imposed upon us by ruthless hands, are absolutely useless.

The object to be accomplished by the means of any language is ability to use that language in writing and in speaking in the purest and most effective way. "Grammar is the science of language," says the stereotyped text-book. "English grammar teaches us how to speak and write the English language correctly," is the next phrase. Yes, so it should teach us, but every teacher with common sense knows that we are telling a falsehood when we tell the child that English grammar (as taught by the average text-book upon the subject) teaches us how to write and speak the English language correctly. We know it does not, yet we allow ourselves to persuade the child so to think. Children are not all fools, by any means, and what is their universal sentiment? You have heard it a hundred times, said it yourself when you were a child, "I don't see what good grammar does us, anyhow."

In answer to this, the teacher, against the conviction of his common sense, feels in duty bound to tell the child how important it is that he should study grammar, that the parsing and analysis will help him to understand and use his mother-tongue so much better, when all the time the teacher knows, if he knows anything, that he is lying. The teacher does not believe so himself, yet the prejudice of years makes him feel under obligation to persuade the child to look with reverence upon the subject.

I have no controversy with those sincere, yet misguided teachers, who would advocate technical grammar, so-called, as a necessary and helpful mental discipline for the child, for they certainly are ignorant of the child's mental development. Pupils in our grammar schools need no "mental discipline" purely as such, but only that work which is obviously practical, pleasant, and valuable. When we talk about "mental discipline" we too often forget the true principles of mental physiology. The father who says to his boy who is eager to run off with his companions for a happy game of ball, that he better stay at home and saw wood, since it will give him just as good exercise, makes a fatal mistake. It may perhaps be better in some cases and under some circumstances, that the boy should saw the wood at home instead of going off to play, but for a principle of physical culture it is wholly wrong. We understand well that bodily exercise to be productive of the best results must be pleasing and entertaining. So mental exercise depends upon the same principle. Merely walking for exercise, when the act of walking is disagreeable, is very poor and valueless for physical development. So merely studying for mental discipline, when the subjects pursued are repugnant to us, will never develop the mental powers. These principles apply to all ages and to all studies, and include all subjects classed as pure mental disciplinarians. (*To be continued.*)

THE SCHOOL-ROOM.

For the SCHOOL JOURNAL.

ATTENTION.

BY WM. GIFFIN, A.M., Newark, N. J.

Webster says that "Attention is the act of attending or heeding. The energetic application of the mind to any object; thought; the supposed power or faculty to attend." He then quotes the following lines of Reid: "*Attention* is a VOLUNTARY act; it requires an active exertion to begin and continue it; and it may be continued as long as we will; but consciousness is involuntary."

Hence we must conclude that *demanding* the attention will not obtain it. We cannot have it by *scolding* for it. But we can *win* it. That is, we can conduct our exercises in such a way, that the children will *give* us their attention. I was forcibly impressed with this fact the other day, when, stepping into one of my class rooms, I found every eye fixed on the teacher. Thought I to myself, "I'll stop here a moment and see what this teacher is doing." She was conducting a number lesson. She had some little blocks in her hands, and was using them in such a way, that all were looking to see what she was going to do next. First she held up one, thus |; the pulses said "One." Then she placed two blocks, thus, +; then the pulses said, "And." Then up went one again, thus, |; the pulses again said "One." Next the block were placed thus, =; "Are" was said by the class; when two blocks were held up so, ||, the pupils quickly said "Two." Written out, it is, |+|=|| and read: "One block and one block are two blocks. Again, |||−|=||. Read: "Three blocks, less one block, are two blocks. Again ||X||=||||. Read: "Two times two blocks are four blocks. I was getting very much interested in the exercise, when it was dropped for another. No wonder the pupils were *giving* attention; for the were not made tired of one method before another was taken up. The next exercise pleased me more, if anything, than the first. Said the teacher: "We will now play deaf and dumb school." At this the pupils gave a knowing look and stood with their hands at their sides. When the teacher held up one finger, thus, ☝, then putting that one down, she raised two ✌, then again ☝, after this she smiled and nodded her head; up went all the little hands thus 🖐. Oh, what fun! If any did not raise the right number of fingers, the teacher

shook her head, and tried it again. After a minute or two of this kind of work, the teacher passed to the blackboard, and, as she worked with the chalk, the pupils worked with the blocks, telling at the same time what they were doing, thus: The teacher wrote 1; the pupils each took one block, and said, "One." Then + was written, the pupils saying, "And." Again the teacher uses the chalk, and 2 appears. Two blocks are taken, and the children say, "Two." The teacher writes =, when *bang!* go the blocks together, and the class call out, "Three." Oh, how noisy this would have sounded to me once! Now, my dear readers, it was like music.

In my writing I have used the word block each time, but just look at the list of things the teacher had on the table—blocks, horse-chestnuts, letters, tin whistles, toy houses, ana bacus, squares, splints, etc. I remember also the children had, at one time, three blocks. When asked to find one-half of three, the little fellows all fixed their blocks in this way, . Said I to one little fellow, "Why have you your finger there?" Said he at once, "To show where I must cut it." "Ah ha!" said I, "then one half of three is what?" "One and a half," they all say. I was getting ready for more fun as the teacher said they might take their seats, as one or two were becoming tired and restless.

How true, I think, are the words of South, "He that governs well leads the blind, but he that teaches gives him eyes; and it is *glorious* to be a subworker, in freeing it from some of the inconveniences of original sin."

AN EXERCISE IN THE USE OF PREPOSITIONS.

FORMING SENTENCES.

NOTE.—If the following exercise is too difficult for ordinary pupils, abridge it, selecting such parts as will come within the ability of the class to which it is given. We learn to use words by using them. Such work as this is far better than memorizing rules or attempting to analyze difficult and inverted expressions. In using these prepositions thousands of school graduates make continual mistakes. No language lesson could be more practical.

Write each group of words as here arranged; afterward add words to make the sentences as in second group.

LESSON.

1. read { in / out of / from / over

2. They'll / He may / You can / She may } read it { in the paper. / out of this book. / from the beginning. / over again.

In the same manner write the following groups, and complete the sentences.

3. prevailed { on. / upon / with / over

4. searching { for / after / into / out

5. respect { for / to

6. good { at / for / to

7. impatient { with / at / under

8. fall { under / from / into / upon / among / to or on

9. enamored { of / with

10. divide / divided { between / with / among / in / into / within / upon

11. deal / dealt { from / with / against / by

12. depend { on / upon / from / in

13. deliver / delivered { from / out of / of / to / at / over

14. correspond { with / to

For the SCHOOL JOURNAL.

GEOGRAPHICAL APPARATUS.—II.

BY CHAS. F. KING, Lewis School, Boston.

(A lesson given at the National School of Methods, Saratoga Springs, N. Y., July 28, 1885, the preceeding part of which was published in the JOURNAL, Oct. 31.)

Transfer, *reversed*, and *stencil maps* are a great convenience for quickly and correctly making an outline of a country. A transfer map is made by tracing from a wall map of desired size, about three feet in length being a convenient size, a map of some country, as North America, for instance, giving rivers, lakes, mountains, political boundaries, etc.; produce this upon a large sheet of manilla paper, reversing the sides so the eastern boundary—Newfoundland, etc., will be on the left, and California on the right, north being still at the top. Line in heavily with common colored crayons, using the brightest color—blue for the coast, green for the mountains, red for the boundaries, etc. Then moisten the blackboard with a wet cloth, and press the crayoned map upon the moistened surface. Upon removal a perfectly formed map will be seen, only needing to be lined in to make it stand out more emphatically. The transfer map thus prepared can be used over and over again by occasional renewals of the crayon. Such a map can be easily made by the teacher, or "stencil" or "reversed" maps already for use, can be purchased of our professors—the stencil map of Prof. Edwin Shepard, 77 Court St., Newark, N. J., the reverse map, of Prof. Chas. F. Adams, Normal School, Worcester Mass. The price is about twenty-five cents each.

The Standard Letter and Invoice File, sold at most stationers for 50 cents, is a great convenience for a scrap or picture album in geography. The various pockets are arranged alphabetically, and will hold a large amount of material. Shepard's Graphic Scrap-books are useful and convenient for preserving specimens of good maps. A molding board of some kind is one of the necessities of the school-room, but it is not at all necessary that it should be a grand twenty-five dollar zinc affair. A very good board can be made for a few dollars by any carpenter. A convenient size is 2½ feet by 3 feet; if it has round edges, two inches deep, and is set on folding supports, so as to be raised and supported at a convenient angle, its usefulness is greatly increased. But any teacher can easily obtain a plain pine board, such as are sold for kitchen use, paint it blue, and make it serve all needed purposes. On such a board sand, clay, and putty work can be made.

J. Reynolds & Sons, London, publish several important charts, some of which are charts for physical geography, astronomical geography, nature in ascending regions. These three are large enough to be easily seen across the room by the whole class, and cost about $2.50 each. They are imported by the School Supply Company previously referred to. Sonnenschein and Allen's Atlas, containing 31 raised maps, deserves to be mentioned in this lesson. (Sold for $6.50, postage or express paid, by Willard Small, 24 Franklin street, Boston.) Dissected Maps, upon same scale, of the Grand Divisions and United States, have just been made by Milton, Bradley & Co. Norris' Cyclopedic Map helps to give variety to recitations. Home-made Charts perhaps are capable of as varied use as any kind of apparatus. The best charts are printed upon white cloth, but these cost too much. Manilla paper, however, makes a good substitute for cloth, and when bought by the pound (10 to 12 cts. per lb.), is much cheaper. It is usually sold at this price by the roll of about 100 pounds. Several teachers can club together and buy a roll. The best instrument with which to write upon this paper is the rubber pen recently manufactured for marking and directing goods. This pen is usually sold at rubber stores and stationers. Price, 15 cts. (Also sold at School Supply Company, and sent by mail for price.) To make it work well without dipping too often, the side creaser should be enlarged by cutting out with a pen-knife, so they will hold more ink. Dip and write as with an ordinary pen; there is no danger of blotting. A vast amount of writing can be done with a single pen. Nearly all the charts shown you have been made with these pens, and a large part of them have been done by pupils in the Lewis School. Allow me to call your attention briefly to a few of these charts. This chart, showing so effectively the population of China and the other great nations on the earth, was made by two boys with their rubber and colored crayons. These charts behind the table, put in a very compact way the climate of North America. This one shows to the eye in two ways the religion of Africa. This I call my "temperance chart" on account of the valuable lesson so strikingly expressed. This one, containing Burgoyne's Campaign, shows that these charts may be used in history just as well as in geography. The "Discoveries of Africa" is both historical and geographical. Perhaps one of the most valuable charts in the room is the one showing all the grand divisions properly located and drawn on the same scale, and large enough to be easily seen.

These charts are readily mounted by carrying the top of the paper over a half-inch stick and fastening with large-headed tacks; then carry bottom of paper twice round one-inch pin-roller and fasten with common tacks driven about two inches apart. One or two eyelets in the top stick will hold the chart. If a similar eyelet is fastened into the picture-moulding in front of the class, and a linen string or cord run through it, the teacher will have a convenient method of raising and lowering pictures, charts, or maps, whenever needed for instruction. These charts should not be more than ten or twelve feet long. The wider kinds of paper are the more convenient. Most of these charts are on paper four and a half feet wide. A convenient form and size for a chart is one made and mounted like a music chart in which the leaves are three feet square.

But I have left the best wine for the last, when I show you the most recent and most valuable piece of apparatus a teacher can have in his school-room next to plenty of blackboards in the shape of this School Solar Camera, invented and manufactured by a member of the faculty, Prof. Adams, State Normal School, Worcester. Two years ago it was my pleasure to carry to Boston and make the first use of these cameras. I have shown my classes about four hundred pictures each year, and the results are far beyond my fondest expectations. It awakens a deep interest in the subject illustrated, whether it be geography, science, or history. Children remember most vividly what is taught them in this pleasant way. The instrument is so simple it can be readily used by a novice or young child, and so strong it will neither break nor wear out. The use of sunlight instead of artificial light is a great saving in trouble and expense. It can be very easily placed in the window and adjusted. As you will soon see, it is not necessary with sunlight to have the room very dark in order to get good pictures. Excellent pictures can be shown when the day is hazy. The moderate cost of the instrument makes it come within the reach of teachers. It ought to produce a revolution in eaching.

For the SCHOOL JOURNAL.

CRITICISING CHILDREN.

BY SUPT. THOMAS M. BALLIET, Reading, Pa.

Mistakes must be corrected, but how should corrections be made? If reading is getting thought by means of the eye from printed or written language, all mistakes in expression should be corrected in such a way as to help the pupil in getting the thought, or at least not to hinder him.

If the pupil reads "too fast" or "too slowly," or in a "monotonous tone," it is generally an indication that he does not have his mind on the sense of what he is reading. Let the criticism then be directed to this point. Let a class-mate give the criticism, "He does not seem to know the meaning of what he read." This criticism will direct his mind to the thought. Let the teacher tell him to read it silently to himself and see what it means, and afterwards call on him to read it again orally. If this does not remedy the matter, let the teacher, by judicious questioning, lead him to see the meaning.

If he still reads "too fast" and indistinctly, the defect is to be remedied in his talking, in the oral language class. There the correction will not do the harm it would do in the reading class, and will be effective because it starts at the proper place. A defect in talking can not be remedied in oral reading. A child will not learn to read better than he can talk. His oral reading must be improved through his talking, not his talking through his reading.

Commas, periods, colons, semi-colons, and interrogation points, are grammatical marks to indicate the sense, and are not to be treated in teaching as marks to indicate pauses and upward or downward slides of the voice. They are not to be looked upon by the pupil as in any sense directions for oral reading. Consequently, if the pupil does not "mind his pauses," it indicates that he is not having in mind the thought of what he is reading, and hence *this* should be the criticism. To criticise him for not making the proper pauses at the punctuation marks would only serve to draw his mind further away from the thought. The same, in general, may be said of words printed in italics. They do not indicate a sort of mechanical stress of the voice, but a shade in the thought.

If the words which a pupil mispronounces are corrected by the class or by the teacher immediately after he has read his paragraph or section, the effect is that when he again meets these words in reading he thinks of their pronunciation, which interferes with his getting of the thought, and hampers expression. To correct a mistake in pronunciation it is necessary not only that the pupil be told how to pronounce the word, but also that he be required to pronounce it a number of times, so that the habit may be formed of pronouncing it correctly. Mispronounced words should be corrected in such a way as not to make the pupil keenly sensitive about his mistakes,—if possible, in such a way as not to let him know that they are his mistakes. Then when he meets with the same words again in reading, his mind will not be diverted from the sense by the thought of their pronunciation. Any device that accomplishes this end is good. We suggest the following: Let the teacher keep in memory all the mistakes in pronunciation the class make until the lesson is read; then let him write the mispronounced words on the board without telling the class that they are their mistakes, much less pointing out each pupil's mistake. Let him pronounce each word first correctly himself, and then have the class pronounce it several times. Then let him call on each pupil who mispronounced a word in the reading, and have him pronounce that word a number of times, so that he may form the habit of pronouncing it correctly—all this, of course, without letting him know that it was his mistake, or at least without calling attention to the fact before the class. If the habit be encouraged in the class to look for the thought of what is read instead of watching for errors in the expression, few members of the class will know who made the mistakes, even if they know that the exercise is intended for the correction of mistakes.

The case of pupils who are habitually careless, and not at all sensitive to criticism, of course, forms an exception to these remarks. Little harm is done, and sometimes much good, by reaching them in a more direct way. But their special needs should not determine the general character of the teaching for the rest, as is too often the case.

The fault that some pupils have of not reading "loud enough," is, in many cases, the result of diffidence. If so, the worst the teacher can do is to stand near the pupil and insist on his reading "louder," or to make him shout "fire!" "fire!" or some similar word, for the purpose of "bringing out" his voice. This will make him all the more self-conscious and timid, especially if the exercise should provoke laughter in the class. If it is merely the result of timidity, the only remedy is to make the pupil forget himself for the time being, by riveting his mind on the thought, and instead of asking him to read "louder," the teacher should stand some distance away from him, without a book to hear what he is reading, in which case he will instinctively read in a louder tone of voice.

If the fault is the result of a weak voice, the pupil needs special exercises in breathing and vocal gymnastics, apart from the recitation in reading.

It is a great mistake to look upon the recitation in reading as the place to teach pronunciation, to give children exercise in voice training, and to correct faulty tones and wrong inflections.

These are all very important matters, but should never be directly connected with the reading. Any attention to vocal expression which such exercises involve, necessarily draws the pupil's mind away from the thought to the manner of expression, and converts reading into a mere mechanical pronunciation of words. Of course words mispronounced in the reading must be corrected, as already indicated, but the recitation in reading should not be regarded as having for one of its main objects the teaching of pronunciation.

Voice training, breathing exercises, drills in pronunciation, exercises in stories, are of very great importance, but it has been one of the mistakes of the past that we have connected them too much with oral reading, as if this were the only opportunity the teacher had to correct defects in oral expression.

If pupils have faulty tones, wrong inflections, and do not emphasize correctly in their talking special imitation exercises in conversation must be given them by the teacher, in which case it is absolutely essential that he himself be a model worthy of imitation. After this is thoroughly done, when the children come into the reading class, their emphasis, inflections, and tones will be good, free and natural, just as soon as they grasp fully the thought of what they are to read.

The attempt to teach pauses, emphasis, and inflections by having children learn rules, and then consciously apply them in reading illustrative selections, is a relic of past blunders in teaching reading that is still preserved in some of our readers.

For the SCHOOL JOURNAL.

HOW TO KEEP THE LITTLE ONES BUSY.

BY A PRIMARY TEACHER.

Col. Parker says, "I would handle children like human beings. I would not tie them to benches, and expect them to stare straight ahead."

The less restraint we place upon young children, and the more like play we make their work, the more we shall conform to nature's plan, the more healthful will be their development, and the more delightful their work.

Very little discipline will be found necessary, even in large schools, if the children be kept actively and pleasantly employed. But how to do this—what material to use—how to get it, and how to use it, is a problem which seems to vex the teacher, both old and young.

Surely no one need be told that a slate and pencil are indispensable agents from the first day of school until the last. I say this because ten years ago, when teaching in district schools I was often told when I asked the little ones to bring slates, "The teacher last winter made me take it home, 'cause it made so much noise," and the parents have told me the same.

The world has moved a little since then, thanks to our normal schools, kindergartens, Quincy methods, and teacher's journals; and we can hardly believe that a teacher could find employment now who would send a slate home "'cause it made a noise."

But what shall be done with the slate? Let the child use it as he likes? Sometimes, yes, but generally his work should be from copy or dictation until his faculties are sufficiently developed for intelligent inventions.

Drawing will afford an exhaustless source of delight for, where is the child who does not like to make pictures—the crude outlines of which so often provoke a smile, and sometimes a reproof.

A wise teacher will direct this natural tendency into pleasurable and profitable channels.

For busy work, let him copy a certain number of times the outlines and names of familiar objects of use, such as a mug, cup, coffee-mill, table, chair, desk, a gate, hoe, rake, shovel, spade, a house, ship, kite, etc., objects in nature, as an apple, pear, leaves, trees, plants, a fish, with pole and line; simple geometrical forms of beauty, words and sentences connected with object lessons, which are also the reading lessons, and so on without limit. A little story, or talk, concerning the use of the object, drawing out from the child what he knows about it, will add interest and should precede the work.

Krusi's drawing books will greatly aid in suggesting forms.

When ideas of numbers as far as 10 have been developed, let him write addition and subtraction tables, using some of the same objects in smaller forms, or make the picture of the object as many times as he wishes to use it. If he use marks, let him call them sticks of candy, canes, matches, or anything that suits his fancy.

Next to the slate the black-board furnishes a ready means for amusement and work, both in drawing, writing, and number work. The drawing and the writing should form a part of each day's work from the very first day of school.

But we must have variety, not only of material, but of work. Young children cannot be profitably employed for more than twenty minutes, or thirty at most, without change, and if the teacher neglects to furnish the subject, the children will find it in their own way. Songs and games, calisthenics and marching, give a pleasing and enlivening change, and afford an opportunity to open the windows, which in many of our badly ventilated rooms, is not the least benefit to be gained from these exercises.

Next to the slate and blackboard, a table about 27 inches high, 2½ or 3 ft. wide, and from 6 to 8 ft. long, is the most desirable requisite in a primary school. A ledge or moulding should finish the edge to prevent objects from being pushed off. It is well to have the top of the table, for 6 or 8 inches from the edge, marked off in inch squares, after the manner of kindergarten tables, leaving the middle part for larger geometrical forms, squares and triangles, with their combination. It may be of pine, and any carpenter will make it for $1.50 or $2.00, exclusive of the marking.

This table, with 50 or 100 inch cubes, and the same number of bricks 2 in. long, 1 in. wide, and ½ in. thick, which the same carpenter can furnish, will afford busy work and number work without limit. A few handfuls of corn, a hundred shoe-pegs, and a few squares and triangles of pasteboard, will add variety to the material, which may be augmented in various ways with little or no expense.

The children will never tire of building with the cubes and bricks, if only the teacher shows a lively interest in what they do, and occasionally directs their work. They will lay all sorts of figures with the corn and shoe-pegs, which have the merit of being almost noiseless.

Perforating affords a very delightful variety, and the work may be utilized in various ways: e.g. cut a sheet of foolscap into eight slips, or a sheet of print paper into similar slips, and write the children's names, or other words, in letters large enough for the black-board. Let them perforate the lines, then the teacher use the slips as stencils, and let them trace the same on the black board, repeating the word as many times as the teacher may like. Simple drawings may be used in the same way. Common black-headed belt pins make good perforating pins, and the ingenuity of the teacher can easily devise the pad or cushion.

The variety of ways and means by which "little folks may be kept busy" cannot be mentioned in one paper; and the variety of exercises connected with work in the lowest primary would furnish matter for many papers.

TABLE TALK.

EDITORS OF SCHOOL JOURNAL: I desire to offer criticism on two statements in your issue of Oct. 31, just received. The first is in an editorial, otherwise good, on Methods of Committing Educational Suicide, and is: "They consider a course of study intended to 'store the mind with useful knowledge' against time of need. It will be handy to have some day. The idea of developing the mind into power, able to grapple and solve the questions and problems of life, has never so much as occurred to them. Concerning the real nature and work of education they have no conception." This statement seems to me to be misleading. If a course of study is designed to give useful information, and is arranged so that its subjects are in true scientific order, the order of their dependence upon one another (and no other course of study can give either knowledge or true intellectual training), its pursuit will compel the observance by the student of the natural processes of intellectual operations, and so train them for subsequent use, besides giving the intellect a store of information, which it knows is truth, for future use in life's work. A person who does not know the scientific order of the essential facts of God's works and words, the chief objects of study, has no right to form a course of study; and a person who does not know this, and, also, the God-established processes of mental operation, has no right to teach.

This brings me to the second statement, to which I take exception. It is in Supt. Calkins' article on "Methods of Teaching." It is: "Methods of Teaching are divided into two classes, *analytic* and *synthetic*." There is, and can be, but one correct method of teaching at any particular stage of mental operation, and that is the one which presents truth to the intellect, in accordance with the processes and products of mental operation at that point which God has ordained, and which corresponds to the scientific order of truth.

The order in which the intellect obtains knowledge is: Rational, or Essential, or Fundamental Ideas; Precepts. Individual Concepts, Comparison, Abstraction, Generalization, Forming Abstract Terms, Judging, or Forming Judgments, Inductive Reasoning, Analogous Reasoning, Experimental Reasoning, Deductive or Syllogistic Reasoning, Constructive or Mathematical Reasoning, and Systemization. This necessitates, and therefore implies, the use and so the training of the Representation Faculty.

True education is training into and for conformity to the will of God, as given in His words and works. Such training must be in accordance with His ordained laws.

J. HASBROUCK JOHNSON.

Newark, N. Y. Union Schools.

READING CIRCLES.

THE following has been prepared by the managers of the Cook County Branch of the Illinois Teachers' Reading Circle:

HISTORY.—Report of S. Alice Judd.

Barnes' General History.—Through page 44.

RECOMMENDED READING.

Historical:

Bunsen—Egypt's Place in History. Birsch—Egypt to B.C. 300. Lanoye—Rameses the Greek. Wilkinson—Ancient Egyptians. Clara Erskine Clement—Egypt. Elaborately Illustrated Reference Books. Roberts. Ebers.

Fiction:

Ebers—Egyptian Princess. Paper covers, 35 cts. Ebers—Homo Sum. Paper covers. 35 cts. Ebers—The Sisters. Paper covers, 35 cts. Ebers—Uarda. Paper covers, 35 cts. Ebers—Serapis. Seaside Library, 20 cts.

Miscellaneous:

Long—Egyptian Antiquities. Keay—Spoiling the Egyptians. Belzoni—Discoveries in Egypt. Encyclopedias. Home College Series. Art in Egypt. Egypt. Price, 5 cts.; 57 Washington St., Chicago.

PHYSIOLOGY.—Report of H. W. Payne.

I. Cell Structure and Bony Structure. 2. Comparison of the Structure of Plants and Animals. 3. Formation and Characteristics of Tissues and Membranes. 4. Bone Structure and Growth. 5. Comparison of Skeleton Plan in the Five Classes of Vertebrates. 6. Names, Positions and Uses of the Bones of the Human Frame.

SOURCES OF INFORMATION.

Cutter—Comparative Anatomy, Physiology and Hygiene. Huxley & Youman—Physiology. Dalton—Physiology. Hutchinson—Physiology. Gray—Botany. Orton—Zoology.

RECOMMENDED READINGS.

Huxley—Evidence as to Man's Place in Nature. Humboldt's Library; price 15 cts.

FIRST GRADE WORK IN LANGUAGE AND NUMBER.—Report of O. T. Bright.

NUMBER.

1. What is Grube's Method. 2. Necessity of the Concrete in the First Grade. 3. Grube's Method. Published by S. R. Winchell & Co., 85 Metropolitan Block. 4. E. E. White—Oral Lessons in Number. Published by Van Antwerp, Bragg & Co., 305 Wabash avenue. 5. Elementary Arithmetic. Published by Potter, Ainsworth & Co. 6. Quincy Course in Arithmetic. Practical Teacher for 1884-5.

LANGUAGE.

First Reader Work:

1. Mrs. Knox—Elementary Lessons in English. Part I. Teachers' edition. Ginn & Co. 2. Powell—How to Talk. Cowperthwait & Co.

PEDAGOGY—Report by Col. F. W. Parker.

In the absence of Col. Parker, Pres. A. G. Lane assigned Hewett's Pedagogy—First two chapters.

FOR THE SCHOLARS.

STORIES FOR REPRODUCTION.

I.

Three ladies once had a dispute as to which had the most beautiful hands. One sat by a stream and, dipping her hand into the water, held it up, white and dripping. "What could be more beautiful?" she cried. Another picked strawberries until the ends of her fingers were pink. "These are," said she. The third gathered violets until her hands were fragrant, and said, "But these are *most* beautiful. An old ragged woman, passing by, asked, "Who will give me some bread? I am very hungry." All three of the ladies refused to give her anything. Near them sat another lady who had made no boast of the beauty of her hands, nor tried to improve their looks. She gave to the old woman food and money. Then the beggar asked what they had been disputing about; they told her and lifted up their beautiful hands. "They are beautiful indeed," she said. But when they asked which were the most beautiful, she said, "Not the hand that is washed clean in the brook, not the hand that is tipped with red, not the hand that is garlanded with flowers, but the hand that gives to the poor."

As she said this her wrinkles fled, her staff was thrown away and she stood before them, an angel from Heaven, with the power to decide the question in dispute. And that decision has stood the test of all time.

II.

A Russian peasant was one day driving some geese to market. He was anxious to get there early so as to get a good price for his geese. So he hurried them up with a long stick and frequently hit them very hard blows. The geese did not like this at all, and complained loudly of his cruelty. Meeting a traveler, they began telling him their woes, and asked him to protect them from their unfeeling driver.

"See how he is beating us," they cried, "just as if we were common geese. We should receive better treatment than this; we are the distinguished descendants of the very geese that once saved the city of Rome. But this ignorant fellow does not know it. He should be taught to know true greatness."

"But why do you call yourselves great?" asked the traveler.

"Because our ancestors"——

"Yes, I know. I have read all about what they did, but what have you done?"

"Why, our ancestors saved Rome."

"Yes, yes, but what have you saved? What good have you yourselves done?"

"We! Why, nothing. Our"——

"Well, then, what good are you? What your ancestors have done is no credit to you. You deserve no honor, as I can see, my friends. You are fit only for roasting." And the traveler left them to their fate.

III.

Gooboo was a monkey of high degree, who lived in a jungle in India. He was the chief of a tribe of brown monkeys, and the greatest thief in the forest. When he was young, he received a severe bite through the cords of one leg, while fighting with a gray monkey, and this left him lame. So he loafed around a large temple that stood on the edge of a jungle, and watched his chances to steal his daily food. Sometimes, there would be a festival at the temple, and throngs of pilgrims would come up to worship, some on foot and some in wagons. They all camped outside the temple-wall, and cooked their food over rude fireplaces, built of stones. During these festivals, the monkeys had a picnic. Swarms of them hung around, ready to snatch up anything they could lay their little brown hands on. Chief among these thieves was Gooboo, and his chief victim was an old, hump-backed woman, who kept a little booth at the temple-gate, and sold boiled beans, palm-sugar and some greasy-looking cakes, that she fried at a little earthen fire-place at her side. She usually sat on a ragged palm-leaf mat, by the side of her palm-leaf baskets that held her wares, and waved a palm-leaf fan back and forth to keep off the flies. On very hot days, she sometimes fell asleep. Then the flies had a feast, and Gooboo helped himself to her goodies.

One day, as he sat on the image above her, he saw the palm-leaf fan fall by her side. This was the signal that she was asleep, and sliding down, he quickly slipped a piece of jaggery into one cheek-pouch, puffed out the other with a generous bite of cake, emptied the dish of ghee upon the smouldering coals, tucked a plantain under one arm, and started back up the wall. All might have gone well but for his lame leg, which caused him to fall. The old woman, awakened by the sputtering of the ghee on the coals, seized a long, sharp knife and threw it with all her might at Gooboo. Her aim was a sure one, and the pointed blade made a fatal wound. In a few minutes, Gooboo breathed his last.

IV.

A gentleman while walking in the fields one day, heard the cries of a bird in distress. Looking up, he saw a hawk trying to catch a poor little lark. The lark darted this way and that, and managed to keep out of the reach of his enemy, but it was plain that he was becoming tired out. The man felt very sorry for the lark, and was wishing that he could save it from the cruel hawk when suddenly it darted down towards him and flew straight into his hand, where it remained panting and trembling. The hawk, when he saw what had happened, flew off as if in disgust. After a while the man opened his hand and the little lark flew away, singing as hard as ever it could, thanking the man, no doubt, for saving its life.

V.

The lion, it is said, likes the flesh of the Hottentot better than anything else he can get for his dinner. Once a Hottentot, while driving his master's cattle to a pool of water, saw a lion crouching in the pool and looking straight at him. Quickly he thought that if he ran back through the herd of cattle the lion would lose sight of him, and make a meal off of one of the beasts. But he was mistaken. Looking back, he saw the lion making his way through the herd directly toward him. Half dead with fear, he scrambled up an aloe tree by the aid of steps which had been cut in the trunk by searchers for bird's nests. The lion made a spring at him, but missing his aim, fell to the ground. The Hottentot screened himself from sight behind the branches, and thought the lion would give up and go away. After a long time, he peeped out, and there sat the lion, with his terrible eyes glaring at him. After a while, the lion lay down, and for twenty-four hours he did not move from his place. Which would have held out the longest, it is hard to say, had not the lion become so thirsty that he was obliged to go to a spring at some distance for a drink. As soon as he was far enough away, the Hottentot scrambled down, and was soon beyond the lion's reach.

VI.

A toad went among the green leaves by the brook to find something to eat. He thought he saw a beetle, so he put out his tongue and caught it. But he found out it was a bee, for it stung him fiercely. He dropped it very quickly, but the sting made his mouth so sore, that he could eat nothing for two or three days. He hid himself until he was better under a leaf of plantain, which sheltered him from the sun, hid him from his foes, and cured him of his pain. So he and the plantain became good friends.

"O! what nice times you plantains have," said the toad. "I should like to change places with you. You have no work to do, no food to seek, and you never get stung by bees when you are eating beetles. You don't get frozen up in winter, the boys don't throw stones at you, the crows don't pick you up, and the ducks don't eat you."

The plantain said: "Friend toad, I should like to change, too. I have to stand just where I am placed. I cannot move an inch to see the world or visit my friends; I have no one to shelter me when I am hot, or fetch me water when I am thirsty. If a cow comes to eat my head off I cannot get out of her way. I am the most helpless thing in the world."

"Hark!" said the toad. "I hear a cricket. Let me catch it;" and off he went for the cricket and never came back.

VII.

A pig and a dog were once passengers on the same ship, and quite warm friends. They used to eat their cold potatoes off the same plate, and but for one thing would never have had any trouble. This was that the dog had a kennel, and the pig had none. Somehow the pig got it into his head that the kennel belonged to whichever could get into it first, so every night there was a race. If the dog won, he showed his teeth, and the pig had to lie on the softest plank he could find. If the pig got in first, Toby could not drive him out. One rainy afternoon, the pig found it rather unpleasant slipping about on deck, and made up his mind to retire early. But when he reached the kennel, he found the dog snug and warm inside. "Umph!" he said: but Toby made no reply. Suddenly an idea flushed upon him, and, trudging off to the place where their dinner-plate was lying, he carried it to a part of the deck where the dog could see it, and, turning his back to the kennel, began rattling the plate and munching as though he had a great feast before him. This was too much for Toby. A good dinner, and he not there! Ah no, and out he ran. Piggy kept on until Toby had come around in front of him and pushed his nose into the empty plate. Then like a shot, he turned around, and was safe in the kennel before Toby knew whether there was any dinner on the plate or not.

VIII.

All winter, Pussy Willow had been shut up in her house by the brook; but on one bright spring day she opened the door and stepped out. None of the flowers were up yet; the brook, the birds, the buds and a few grass-blades were the only friends she saw.

"Why, what have we here?" asked the Brook in great surprise. "Mistress Pussy Willow as I live. Good-morning, Pussy, you are up bright and early, but why do you wear that fur hood? Summer is coming, and every day grows warmer!"

"O Mother Spring told me to keep it on, lest I get a toothache."

Everybody was glad to see Pussy. They all had something to say to her, but they were all curious to know why she wore her fur hood. Poor Pussy! she was tempted to take it off; they all said so much about it, but she didn't.

To make matters worse, Mr. Robin mischievously whispered some very sly things to Pussy's friends, and the next morning, when she went out, all the birds, the buds, the grass and the brook began to shout, "Bald head, bald head, Pussy Willow wears a wig because she has no hair. Pussy Willow is a cheat."

Pussy felt very bad but all she said was, "Wait and see."

One morning soon after this, everybody had a surprise. There was Pussy Willow with no fur hood on her head, but lovely golden curls dancing up and down in the breeze.

"Pussy is not a bald head. She has long golden curls," cried all her old friends, and mischief-making Mr. Robin went and hid his head for shame.

IX.

One day, Fred and his sister went down among the rocks by the sea-shore to look for bird's-nests. They found a cave there, and spent a long time looking among its nooks and corners for nests. They did not notice that the tide was rising until the water had reached the entrance, and they could not get out.

"O what shall we do?" said Fred; "the cave will be filled before the tide stops rising, and we shall be drowned."

"We must try to let some one know where we are," said Annie "We shall be missed soon, and some one will come to look for us, but they will not find us, if we do not make them know we are here."

Taking off her hat, she threw it out into the sea as far as she could, but the tide brought it back again to the mouth of the cave. Then she threw out Fred's hat, and that came back again to her feet, but as each hat came near, she picked it up and threw it out again, hoping that some one might see it.

At last a boatman saw the hats floating on the water, and thinking some one was drowned, he rowed toward the spot. The children saw him and shouted until he heard them. By this time the floor of the cave was covered with water, and the children were climbing the rocks to keep out of its reach. The boatman rowed into the cave and took them safely out.

X.

A deer hunter on the Rio Grande once thought he could get closer to his prey if he disguised himself as an animal. So he dressed himself up in a deer-skin, with huge antlers upon his head, and went down by the edge of the lake to wait until the deer came. On the limb of a tree, just above him, was a panther who was also watching for a deer; and when the disguised hunter made his appearance, the panther thought she had one sure enough. Down she sprang, plump on the hunter's back, burying her teeth and claws in the dried deer-skin. The man was terribly frightened, and gave such a yell as no panther had ever before heard from the throat of a deer. Dropping his game, the animal darted away in one direction, while the man ran off in another. Which of the two was the more frightened, it would be hard to say.

XI

There was an unusual stir about the wasp's nest up in the oak-tree. Nine of the hardest workers in the family were hanging about, doing nothing in the very busiest season of the year. There they sat idly about the unfinished walls. Presently the mother-wasp came out of her cell, and walked very slowly to another. Here she paused a moment, and then began pulling something out of the cell. It was a fat baby-wasp, dead. When she had pulled the dead body half-way out, the mother-wasp began to stroke it with her antennæ, and to rub it with her mouth as if licking it.

In a few minutes she stepped aside, and one of the nine workers took her place and went through the same motions. Each of the others took his turn at caressing and licking the dead baby-wasp, after which one of them pulled the body entirely out of the cell and flew away with it. The workers then returned to their tasks, and nothing but the empty cell and a little aching spot, perhaps, in the heart of the mother remained where once a baby-wasp had been.

For the SCHOOL JOURNAL.

THE BATTLE OF LONG ISLAND.

By an Historian.

Except the success at Carolina, the American army had yet met with nothing but reverses. Although we celebrate Bunker Hill, and have a monument there, the battle was a defeat. In the fact that we twice repelled the British on that memorable day, we seem to forget that they finally drove us from the field and remained masters of the intrenchments. But at Long Island the defeat was decisive and ignominious. We cannot even erect a monument to the 27th of August.

Howe, with his old Boston troops, now increased by British and Hessian reinforcements to upwards of 30,000 men, was stationed at Staten Island. The Americans, under Putnam and Sullivan, had encamped on the Brooklyn side. There were about 17,000 men in the patriot army, all burning with love of country, but wofully lacking in military knowledge.

Washington was unable to determine what would be Howe's real point of attack. He had massed his troops on the south side of Long Island, but was not at all sure that Howe would not embark his men at any hour, and sail away to fall on some unsuspecting settlement.

On the 27th of August, however, all doubt was ended. The English, in three divisions, landed on the south side of the island, and marched towards the American lines, which were drawn out to receive them.

The patriots met the first onset of the British with the utmost gallantry; but soon being forced backward, they retreated regularly towards their encampments, till they became aware of the appalling fact that Clinton with a large division of his army, had cut off their retreat.

The struggle that followed was more a butchery than a battle. Four thousand of the patriots lay dead on the field before the Americans succeeded in breaking Clinton's lines and escaping to their camps.

Three months had not elapsed since the Declaration of Independence had gone ringing through the land, yet, had Howe and Clinton followed up their success, they could have captured every one of the twelve thousand demoralized men, huddled in their intrenchments, waiting for the herald's voice summoning them to surrender.

But Howe, sure of bagging his game, and intending at one blow to stamp out the spirit of rebellion in the Colonies, waited for the fleet under his brother to sail up the East River. That delay was the salvation of the American army,—in all probability rendered possible American independence.

Washington, almost overwhelmed at the disastrous result of the battle, saw with astonishment the unwise conduct of his enemy. But how could he profit by Howe's folly? Another battle was out of the question. The enemy out-numbered him three to one, not to speak of the evil effect on his men of their recent humiliating defeat.

While the great man's head whirled with a thousand projects for saving his men, a way suddenly presented itself.

On the night of the 29th, two days after the battle, a dense fog arose, and settled slowly over the whole extent of Long Island. Fogs are common enough on Long Island, but this was one not soon to be forgotten by the beaten army resting within a stone's throw of the victorious enemy.

In an instant Washington saw the possibilities afforded by that providential fog. Quietly as whispers from the grave the orders were given. Quietly as disembodied spirits the broken regiments fell into line and glided through the silent mist. Without a sound they reached the water's edge, slipped into the waiting boats, and, with muffled oars and high-beating hearts, rowed noiselessly across to the New York side.

Again and again on that dismal night did the shadowy boats with their shadowy freight skim lightly over the heavy stream, till not only every man, but most of the artillery was safe on the opposite side of the river.

When morning broke the astonished English sentries rubbed their eyes, and shook themselves, and asked one another if the witches had not been abroad. The entire American army had escaped, and was marching gaily to the Heights of Harlem.

"We owe our deliverance to Heaven," said Washington, reverently; "but for the fog, the army would have been lost."

And Burr's bitter rejoinder was: "Yes, it was the *fog* that saved the army, not the Commander-in-chief; but, can we always count on a fog?"

NOTES ON THE BATTLE OF LONG ISLAND.

When fought.
Relative strength of armies.
Commanders.
What caused the defeat?
How the Americans were saved.
Washington's remark.
Burr's remark.

In teaching history without text-books, it is best for the teacher to *read* the article to the class. Then question the pupils to bring out important points. Lastly, put notes together to be used at any time for review.

Some days after have the notes put on blackboard, and from them let pupils write an account of the battle. Thus treated, we not only get a history lesson, but also an excellent exercise in composition writing.

GENERAL INFORMATION QUESTIONS.

NOTE.—No answers to these questions will be published unless especially requested. It is supposed that all teachers have the means at hand of answering them. Most of them are what all pupils, twelve years old, ought to know. Ask them of your pupils, and find out how many can answer one-half of them.

1. Who entertained Roger Williams the first winter after he was banished from the Colony of Massachusetts Bay?
2. Where does arrow-root grow?
3. From what source is india rubber obtained?
4. Is William Cullen Bryant alive?
5. Where did Longfellow live?
6. Where is Washington buried?
7. When did Jefferson live?
8. Who was called the "Defender of the Constitution?"
9. How many martyr Presidents have we had?
10. Of what is starch made?
11. In what states does rice grow?
12. Name the states in which cotton grows.
13. Do figs grow in the United States?
14. Has air weight? Give reason.
15. Does water belong to the animal, vegetable, or mineral kingdom?
16. What animals are quadrupeds?
17. What animals are bipeds?
18. Why is not sand good for food?
19. Do we need anything mineral as food?
20. What is an engraving?
21. What is the difference between a *useful* thing and a *valuable* thing?
22. Why is gold more valuable than silver?
23. What is a tax?
24. Who is Governor of your state?
25. Write the full name of the President of the United States?

THE THINGS OF TO-DAY.

A PROCLAMATION.

By the President of the United States of America.

The American people have always abundant cause to be thankful to Almighty God, whose watchful care and guiding hand have been manifested in every stage of their national life, guarding and protecting them in time of peril, and safely leading them in the hour of darkness and of danger. . . . Therefore, I, Grover Cleveland, President of the United States of America, do hereby designate and set apart Thursday, the twenty-sixth day of November instant, as a day of public thanksgiving and prayer, and do invoke the observance of the same by all the people of the land. On that day, let all secular business be suspended, and let the people assemble in their usual places of worship, and with prayer and songs of praise, devoutly testify their gratitude to the Giver of every good and perfect gift, for all that he has done for us in the year that has passed: for our preservation as a united nation, and for our deliverance from the shock and danger of political convulsion; for the blessings of peace, and for our safety and quiet while wars and rumors of wars have agitated and afflicted other nations of the earth; for our security against the scourge of pestilence, which in other lands has claimed its dead by thousands, and filled the streets with mourners; for plenteous crops which reward the labor of the husbandman and increase our nation's wealth; and for the contentment throughout our borders which follows in the train of prosperity and abundance.

The miners and other white workingmen at Tacoma, in Washington Territory, on Tuesday of last week, carried into effect their previous order that all Chinamen must on that day leave that section of country. Several hundred of these miners marched to the Chinese houses, and ordered the occupants summarily to pack up their goods and leave. The Chinamen made no resistance, and nearly two hundred of them left and went to Lake View, a place about nine miles south of Tacoma.

The Government has the right view of its duty to the persecuted Chinese. The proclamation of the President is right; and we most earnestly trust that the threatened indictments against those who have made the United States guilty, now at Seattle, as before at Rock Springs, of offenses against our treaty obligations to China, will be found and pressed to trial. This administration seems to have got the impression that laws are made to be executed, not evaded, and there is some healthy fear of punishment abroad.

The fall elections have resulted in the success of the Republicans in Nebraska and Massachusetts, of the Democrats in New York and Virginia, and in the probable election of the Republican candidate in Iowa, though by a close vote.

Riel was hung on Monday last.

War has commenced between Servia and Roumelia.

If the reader will take up a map of Europe, he will see a group of half a dozen states between the Black, Adriatic, and Ægean Seas, viz., Bosnia, Servia, Albania, Roumania, Roumelia, and Bulgaria. Once under the complete dominance of Turkey, and forming integral parts of her empire, these states, containing various nationalities, have, by different treaties, acquired a measure of independence, five of them paying a fixed annual tribute to Turkey.

As these states are composed of different peoples, professing different religious beliefs, there has been constant attrition and collision. Meanwhile, Russia has been jealous of the interests of all members of the Greek Church, Turkey of that of the Mohammedans, and so on: and these countries have in turn been jealous of each other. When Bulgaria was established she was awarded a boundary, a part of which Servia claimed to be justly hers; and now that the former country has absorbed Roumelia, and nearly doubled her territory and her power, Servia is jealous, and thinks this is her time for obtaining a rectification of her frontier.

The absorption of Roumelia is clearly against the Berlin treaty. But treaties are made "good till broken," and, among the questions now mooted are,—Will Turkey assent to the change? Will Servia invade Bulgaria to secure what she considers her rights?—or can the powers oblige her to keep quiet? Will Bulgaria make concessions to Servia without war? And last, if there be war, who will be the warring powers—and will Greece, too, strive to wrest Macedonia from Turkey, and will a general European war follow?

The Constantinople Conference of the Powers, apparently unable to see a practical solution, have not as yet presented their report. Meantime the states mentioned, together with Greece and Turkey, are massing their troops. In the midst of so many rumors and counter rumors, the outcome cannot be even guessed at. The only recourse is to wait the issue of events, which cannot long be delayed. Turkey, meantime, continues to be in a perilous state, and its dismemberment is only a question of time, and that time seemingly not very distant.

More than 1,000 temperance sermons were preached last Sunday in the Episcopal churches of our country.

The Roman Catholics are massed, as a compact ecclesiastical body, against intemperance.

Mrs. Garfield is writing a biography of her husband.

Nicaragua was invaded by Salvadorean forces, who, however, fled into Honduras on the approach of Nicaraguan troops.

EDUCATIONAL NOTES.

FOREIGN.

The London School Board have decided to try the experiment of making the walls of the school-rooms more attractive at a nominal expense. A selection has been made from the pictorial plates in a leading art publication, and these will be framed and distributed among the schools of the metropolis. As the plates represent the work of many of the greatest artists, they must have a beneficial effect as a means of educating the dormant taste of the children. In America more attention is being given to this matter every day, and a most judicious use could be made of the beautiful engravings in the illustrated periodicals.

COLORADO.

The Missouri Valley Association of School Superintendents has just concluded an interesting and profitable session in Denver. Several of its members traveled over 700 miles to attend this meeting. For this reason the proceedings are worthy of public notice. There were present: Supts. Greenwood and Fitzpatrick, of Leavenworth, Kan.; Hartley, of Lincoln, Neb.; Armstrong, of Sioux City, Iowa; Gove, of Denver; Wegener, of West Denver; State Supt. Jones, of Nebraska; State Supt. Cornell, of Colorado; and ex-State Supt. Spier, editor of the *Western School Journal*, of Topeka. Principal Baker, of Denver High School, and several other Denver principals participated in the discussions. Friday, the 23d, was devoted to a visitation of schools, the work of which was favorably commented upon. The visitors were particularly pleased with the school-buildings. Denver has already become famous on account of its schoolhouses. Probably no city in the world has expended money so lavishly in this way. As to conveniences, ventilation, lighting, and heating, the Denver buildings are unsurpassed. They are simply triumphs of architectural skill, as applied to school edifices.

The sessions of the association were held in the club-room of the Albany Hotel. State Supt. Jones, in taking the chair, stated the object of the gathering; and in explanation of the methods of procedure, said that two fundamental rules of order had been agreed upon. First, that any member who rose to his feet in addressing the chair should be fined twenty-five cents. Second, that any one introducing a resolution as the "sense of this meeting" should be fined a like sum. This suggests the spirit of informality that characterized the deliberations of this body. The following subjects were submitted for consideration:

1. Frequency of promotion and special promotions.
2. How to deal with slow pupils in graded schools.
3. Should the teacher have two classes in the same grade? Why?
4. The transition period in school education, and the relative pedagogic skill required in each.

The discussions were, in the main, quite practical and helpful. There were no papers submitted, nor set speeches delivered. For this reason it is impossible to give an abstract of the discussions. The next meeting will be held in Leavenworth sometime in April, subject to the call of the president.

CONNECTICUT.

The teachers of the town of Derby assembled at Ansonia, Oct. 4, to attend a meeting organized by Supt. Gordy of that place. Principal C. F. Carroll, of the State Normal School, presented the subject of Writing; and Principal Mark Pitman, of New Haven, spoke on Methods in Geography. State Secretary C. D. Hine was also present. It is Superintendent Gordy's intention to call his teachers together every month in a general meeting.

The New Haven Board of Education has decided to adopt strict regulations in regard to vaccination. After Jan. 1, 1886, no teacher or pupil can remain in, or be admitted to, the schools without presenting satisfactory evidence of having been vaccinated. Previous to that date, physicians will visit the schools at stated times and vaccinate, at the expense of the town, any who wish.

For some years New Haven has had no evening school for girls, but one has now been provided and is well attended.

The resignation of President Porter, of Yale, has already brought out many names for the position, but no one seems to have the lead. Had not Professor Cyrus Northrop gone to the University of Minnesota, doubtless his name would be first in the preference of many of the alumni.

DAKOTA.

The following extracts are taken from a circular sent out by Supt. W. H. H. Fate, of Union County, to the school officers who failed to appear at the convention appointed. It may be suggestive to other energetic superintendents:

School Officers of Union County:

"SIRS:—On account of the pressure of your business, inconvenience of meeting at the county seat, and perhaps seeing no good results likely to accrue from such a meeting, you all (except the Elk Point school board) failed to attend the proposed school officers' convention, called at Elk Point on Friday, Sept. 25.

I deem it proper to briefly explain the object of the proposed convention, and ask your assistance so far as your judgment approves of the plan of school work proposed, by means of this circular."

"1. OBJECTS OF THE CONVENTION.—They were: Opportunity to compare views of school management, improvements of our judgment in regard to school work, arousing interest and directing attention to the work of the schools.

The county superintendent and the school boards establish the schools by the authority of law. The success of these schools depends on the interest and intelligence of those who establish them. Therefore school officers as well as teachers might receive great advantages from associations. Our schools are not as valuable as they might be, because we, as school officers, do not use all the means to inform ourselves in regard to our work. We inform ourselves and improve our judgment as stock growers by visiting the fields of our neighbors, and inspecting their stock, and exchanging views with them in regard to stock, and by reading stock and farm journals; so we, as school officers, should prepare ourselves for our duties by using like means to improve our judgment and increase the interest felt in the success of the public schools.

Many of us have no good standard of school excellence, and no one can do better work than his standard of perfection. School boards cannot do a better work for their schools than to receive authority to subscribe for one or more school journals, to be read by the school board and teachers. A good one is worth more than it costs in any home on account of its moral and educational spirit. We, as school officers, need the information that may be gained by association of ourselves in discussion of subjects pertaining to the schools, such as: Which is better economy; to pay $40 per month to one who is an efficient teacher, or $25 per month to one who is in need of training and experience? Who is qualified to teach the little pupil during his first year in school? How should our school houses be constituted? etc."

We predict that in Union County, Dakota, there will be a growth of public sentiment in regard to school work if Supt. Fate is given a chance to work there long.

IOWA.

Among the subjects for consideration at the next Iowa State Teachers' Association are: Examination of Teachers, the paper to be read by J. W. Hornby, of Logan, with discussion led by Supt. J. Wernli, of Le Mars; Science Teaching in the Lower Grades, by F. M. Witter, of Muscatine; Industrial Education: What Is Being Done, Abbott C. Page, of Humboldt; Stimulants and Narcotics, H. Sabin, of Clinton; Advantages and Disadvantages of Text-books, Miss S. Laura Ensign, of the State Normal School; Drawing, Its Province and Objects in a Public School Curriculum, William Ward, Council Bluffs. Lectures by Rev. A. L. Frisbie and J. P. Dolliver.

KENTUCKY.

A District Teachers' Association will be held at Clinton, Nov. 27-28. The program contains the following: New Education, by Prof. R. Haden, Benton; Individual Responsibility of the Teacher, by Miss A. M. Hicks, Clinton; Importance of Securing Friends of Education as Legislators, Profs. J. M. Gilbert and G. R. Throop, Milburn; Importance of Physiology in our Public School, Prof. B. C. Colwell; School Discipline, Dr. Eli F. Brown, Paducah; County Taxation for Schools, Supt. James H. Saunders, Fulton County; Relation of District, College, and High School, G. R. Throop, Milburn, and Otho Williams, Murray; Eminent Women, Dr. Eli F. Brown, Paducah; The Teacher's Mission, Miss Fannie Singleton, Paducah; What Legislation is Necessary to the Good of our Schools, Prof. J. T. Ross, Paducah; Major Si Harris, Paducah; M. B. Pace; Defects and Remedies of Common School Laws of Kentucky, Supt. Houser, McCracken; Supt. Webb, Ballard; Supt. Hargrove, Graves; Moral Culture, Miss Eugenia Parham, Paducah.

MINNESOTA.

Prof. J. T. McCleary, Institute conductor, closed his Institute work, Oct. 30. The season of thirty-two Institutes has been a most profitable one. For evening exercises, he has been conducting "Evenings with Holmes," and given some lectures on the fixed stars, pointing out the stars and constellations as named. There was great interest shown in both exercises, and *two* great authors will be more studied. For "Observation Lessons," he has given lessons on mineralogy and geology, having them examine typical specimens and visit the quarries where there were any. The amount of information given was not so great, but the habit of investigation and "seeing things" cannot fail to produce good fruit. Supt. Wilson, of Rice County, has done good service in many of the Institutes by lecturing on Jamaica. Prof. Wilson lived in Jamaica for fifteen years, is an expert botanist, and delivered an interesting and profitable lecture.

NEVADA.

The following extracts from a paper read by Sec. W. O. Rogers at New Orleans last February, give some valuable information concerning the schools of the West:

Less dense in population is the West, and in consequence the expense per capita of educating the children here is much greater than in the East. To the square mile in New Jersey there are 151.7 persons; in New York, 106.7; in Ohio, 78.5; in California there are to the square mile an average of 5.5 persons; in Oregon, 1.8; in Nevada, 6; in Arizona, 4. Nye, one of the fourteen counties of Nevada, contains 20,436 square miles, an area greater than that of Vermont, Massachusetts, and Rhode Island. Nye County has but 69 school children, while those three New England States have over 500,000 school children. Alpine County, California, is nearly as large as is the State of Rhode Island, yet in the former there are but four schools, with an average attendance per school of 12 1-2 pupils. The cost of educating this number is as much as if there were an attendance of fifty pupils. As many hours of the teacher's time are employed, as large a salary is paid the teacher, and the other expenses are the same as in a larger school. From the state school, fund each one of these four districts receives annually not less than $400, or $32 per child in attendance. To every district of ten census children, that state contributes from the state school fund $400: to every district of twenty or more census children, $500. Such state aid is in addition to the amount received from local taxation. Thus the state assumes the responsibility of educating the children; and it is provided that every district, without local taxation, annually may have six months of school under the tuition of the very best paid teachers. Generous, indeed, is California towards her impecunious school districts. In this feature she leads all of the other states. So earnest are the people, that even away out on the frontier the child of the gold hunting pioneer may enrich his mind from golden opportunities for an education.

Were the school funds unavailable, always available in the cause of education would be the golden shekles of the intelligent miner. Subscriptions of hundreds of dollars for educational purposes in a small mining town have been secured in a single day. In every inhabited camp, canyon, and mountain-dale there is a school; and not infrequently, a school so situated has for the presiding genius a graduate of the Oswego Normal School, of Wellesley, or of Heidleburg.

NEW YORK

The Chautauqua County Teachers' Institute, under the leadership of Dr. Eugene Bouton and Prof. Chas. Pooler, was held in Dunkirk during the week beginning Monday, Oct. 26. The registration on the first day was 285. Total registration 442. Average daily attendance 367. Dr. Bouton took for his work during the week, the subject of Language, using the word in its widest sense. He made Language, as the expression of thought, cover music and drawing; and emphasized particularly two phases of the work to which the average teachers give little if any attention, that is, speaking and hearing correctly. He also gave an interesting and suggestive account of the spelling and composition work in the Albany Academy. Prof. Pooler's exercises were on a variety of subjects, including one on "Standard Time," and two which were particularly interesting and instructive, on "The Laws of Health" and "School Rights."

The two live commissioners, Messrs. Swift and Wicks, were aided in their duties of caring for their teachers by Supt. Babcock and the corps of Dunkirk teachers. It was one of the pleasantest and most profitable Institutes ever held in the county, and the teachers will return to their schools with new enthusiasm and strength for their work.

The Council of School Superintendents of the State of New York held their third annual meeting at Auburn, Nov. 19-20. The topics discussed were:

1. Compulsory Educational Law—What measures shall we take to enforce it?
2. Mental Arithmetic—Its value in a course of study. The extent to which it should be taught, and how?
3. Superintendents—To what extent are they responsible for the schools under their charge?
4. Kindergarten—Pure, and methods applied to primary work.
5. Language—What should be the aim in teaching it? What are the best means for doing this?

NEW YORK CITY.

It was proposed at the last meeting of the Board of Education that assistant teachers in primary schools who shall have served continuously for seven years before Dec. 31, 1885, shall receive in addition to their regular pay, $66.84; and those who have served continuously for fourteen years before above date shall receive $138.68 permanent increase.

Last week a new association was formed, called "*The Society of Public School Teachers of the City of New York.*" Miss Mary R. Davis is president. Mrs. Doepp read an able protest addressed to the Board of Education, concerning the two schedules for grading of salaries, an outline of which will be found on our second page. The meeting was largely attended, and enthusiastic. If the women in the schools of New York City have not the ability to conduct their own cause, we do not know where they can be found. It will be a burning shame if a gigantic wrong is permitted by the Board of Education. It is not enough that $50,000 is added to the aggregate amount paid out. The question to be settled is, *How is it paid?* A still greater injustice might be done if $100,000 should be added. The question is not *how much*, but *how?*

Mrs. Anna Randall Diehl will deliver a series of lectures on each Thursday at 3 P.M. at the Chelsea, West Twenty-third Street, on Absolute Health: How to Acquire and Retain it by Mental Power.

At the last meeting of the board the question of re-arrangement of teachers' salaries was not discussed.

Miss Margaret Miller, Principal of Primary School No. 40, was granted the maximum salary.

There was a heated discussion concerning the Tonic-sol-fa system of teaching music. Com. Tamsen expressed his firm belief in the *Tutonic* system as possessing superior merits. Com. Wood said that until recently he had known so little of the Tonic system, that he thought it was some kind of medicine. Another member thought that no new experiments should be allowed in the schools. He plainly intimated that the old is good enough, and likely to be for many years to come. During the discussion it was shown that the Tonic-sol-fa system was as old as the Christian era; in fact, in use long before the present system was dreamed of. The board then by a small majority allowed the system to be used in the schools of the city.

Edward E. Van Saun was appointed assistant secretary of the College of the City of New York.

Cases are continually coming before the board that ought to be settled by the trustees. It is expensive and troublesome for the Board of Education to spend its time in considering cases of personal disagreement. Com. McCrary took this ground and very defended ably it.

It seemed to be a wonder to some members of the board that any child six years old should be excluded from the schools, as was recently done. It simply shows that some members of the board do not understand some children.

The Board of Education decided to reorganize the immigrant school on Ward's Island as a branch of School No. 83, in East 110th Street, near Second Avenue. The school will remain on the island, but its force of teachers will be reduced. The trustees of the Seventeenth Ward nominated William C. Hess Principal of the male department of Grammar School No. 19.

The whole idea of underrating the value of a female teacher's services in its relation to those of a male teacher, is as absurd in theory as it is false in fact. A female teacher, when she enters the profession, is in nine cases out of ten better equipped than a man for teaching. She has greater patience, is more sympathetic, better qualified to train and instruct very young children—and these outnumber the elder ones ten to one—and is, in fact, which a man is not, a natural teacher. Yet under the plan proposed by the Board of Education the youngest male teacher would receive nine hundred dollars a year, while the youngest female teacher would have only five hundred dollars. This is a manifest injustice. The Board of Education will show little sense of right, and less judgment, if the fair claims of female teachers are not considered in regrading the salaries

In a recent number the SCHOOL JOURNAL advised "common sense," "independence," and "burn the records." That should have been headed, *Not for New York.* You know how very little common sense there is in the Board of Education, and how the few who pass it are "resoluted" down by their less favored associates. Having so little themselves, the commissioners resent its use by teachers. For the "records," why there's one strong point. Our scholars may be disrespectful, superficial, sharp, tricky. We may be unable to fix any good thing in their minds, but in the schools and at the hall of the Board, we can show you roll-books, per cents, and reports that have cost hours of weary work and thousands of dollars.

Last week some one says: "Never allow an incorrect expression to be written or spoken as an example of what ought not to be done." In our schools we are required to write in a book every incorrect expression used by a pupil. At stated times these must be corrected thus: Teacher reads, "Them's my books." Child rises and repeats "Them's my books." Wrong; should be, "Those are my books." In the same way the next child takes, "I haint got no pencil," and so on round the class. One teacher believing this repetition of errors to be worse than useless, because all the mistakes are made by a few children, and why should a child who speaks correctly be made to repeat the mistake of others, expressed that opinion to her principal. She was told: "Miss Topay, that is the prescribed form and you must follow it. Mr. Blank was very much dissatisfied with your sentences last time." So the children who speak correctly, still three times a week repeat the mistakes of their comrades, and are expected in that way to learn correct forms of expression. Do you see that your advice wont do for New York?

MARY SMITH.

LETTERS.

The series of mind articles which were discontinued a number of weeks since and to which reference was made in the last number of the JOURNAL, was one of its most valuable features to me. The fundamental principles of mind development and culture, I believe to be second to no other subject of training or study for the teacher. Your method of treating this subject has been of great service to me and I sincerely hope that at a very early date the mind articles will again be presented in your invaluable paper. E. M. B.

In the pretended interest of economy, the salaries of teachers are reduced to a very small figure, while the politicians scramble for offices for which the people pay liberally. To reduce salaries of teachers to the starvation point is a sure way to rid the profession of the best talent therein. We fail to see the economy or justice of such proceedings, and say with the lamented Garfield, "Let us put less money in great school-houses and more in the teachers' salaries." Will the millenium for teachers ever arrive? We believe not, unless the teachers start the reform, cease to be afraid to take sides on any question, have an opinion and dare to maintain it at all times. It is sad to see teachers too stupid, or too cowardly, to express an opinion like other people. If they are worthy of being the educators of the rising generation, their opinions are worth something, and they should not be afraid to express them. C. L.

A small boy in a primary grade, not long since raised his hand in an excited manner. Upon being asked his request by his teacher, he replied, "I thought I heard somebody whisper." The astonishment of this little fellow was amusing, as was his anxiety to prove the supposed case of whispering. Whispering was an unheard of thing in this grade. A principle which holds good in other departments of school work, is found equally true here. It is, in substance, that the young mind receives and retains impressions of evil and falsehood as well as good and truth. Hence let the teacher ever aim to instill into the minds of her pupils the right. They will learn enough of the wrong for themselves. C. A. R.

Is it to be inferred from this that *because* whispering was an unheard-of thing in this school, therefore the influence of the school was the best possible? In one of the best schools we have visited during the past year, there was not only considerable quiet lip-moving and noise, but even leaving the seat without permission. Every pupil was at earnest work; the application and concentration of thought was wonderful. There was nothing to be seen but study and work, but under the fullest freedom and impelled by the greatest enthusiasm. Was this wrong? Would our Minnesota correspondent have had it otherwise?

I have been teaching only a short time, and to-day is the first day that things have seemed to go right. We had an interesting geography lesson this afternoon. The walls were hung with maps, while the scholars put and answered questions. One scholar would take a pointer to the maps and point out the places called for, or would question about a certain place, pointing to it at the same time. Then we found out *why* it was named, and *who* named or discovered the place. The class was very attentive from the beginning. It gave me courage to see them so. After that, the second and third classes wrote on their slates the substance of the lesson read in the reader, as well as they remembered it. Some of them made up quite nice little stories, and one little fellow introduced a boy's conversation to a bird, very prettily. I have six or seven little ones, and they are learning about "cat" and "dog," and to-morrow they will learn about "rat." They are getting over shyness and are writing quite nicely. I get right down to them and sit on the little benches by them, for they seem lost when they are in their seats and recite from the blackboard.

I have been trying hard, since my induction into office, to get my teachers to take more school literature, for I am free to confess that this is a fault too prevalent in my county; but as yet I have met with small success. I have at last concluded to make it a point of action upon the part of my district boards to supply each teacher, in addition to his small salary, with some educational literature. My object then is to get the boards of the county to subscribe each so much, and have the JOURNAL sent to all my teachers. I do not believe that my teachers are wanting in the spirit to subscribe for school reading, but that they are so poorly paid, that such *slight expenditure*, even, is beyond their ability.

Permit me to say that I like the spirit which pervades the reading matter of your JOURNAL. On every page it breathes *that unvarnished truism*, so little appreciated in these days of *open doors* to all "I-must-make-a-little-money" individuals—"As is the teacher, so will the school be"; this, in my opinion, touches the very source of the low standard of our schools. I truly hope that its circulation may widen and deepen, until all teachers shall learn to look *more* to *themselves* for their troubles and difficulties, and *less* to *patrons* and *school officers*.

I have been forcibly impressed with the leading aim of the JOURNAL—an effort to instill into the minds and hearts of those engaged in the laudable vocation of teaching, an appreciation of their responsibility, and a consequent preparation for its high requirements.

Every school-house in our country is a nursery for some members of the great family which is to compose the next generation; and yet how often do they sink, from a want of first appreciation upon the part of those ministering to them, into mere *toy-shops*, wherein are displayed in miniature those vices and crimes which give birth to anarchy, and destroy a nation's welfare.

Old hobbies are to be discarded—the people are to be educated; boys and girls must feel the pressure of progress. Whose work? Plainly, the teacher's; the great machine of education, so powerful for either good or evil, is to be guided and manipulated by him. The Latins prided themselves upon their classic "Poeta nasciur," and, were the pride of this generation the boast that her school-houses are filled with men and women *born for the work*, our hills and valleys to-day would be resonant with the shouts of a happy, educated people, rejoicing in the blessings of true, real, pure educational progress. H. S. R.

Experience has taught me that there is no more responsible position than that of the primary teacher, whose business it is, not to impart the knowledge she has acquired, but from the knowledge, together with the study of a child's mind, to cultivate the faculties so that they may perform their functions properly and easily. There are teachers—so-called—who have accomplished a certain amount of work with their pupils, but have left them with minds weaker, dwarfed, less capable of doing anything than when they entered school. These children are waiting for the skilled teacher in an "upper grade"; but alas! many of them never reach that upper room; they must go out to battle with the world furnished with only the "good enough" instruction which unskilled, inexperienced, poorly-paid teachers have given them. But, on the other hand, if they do remain in school, is the skilled grammar teacher able to eradicate faults of earlier training? Better far, could the children thrive without a higher education. Were the foundation well laid, they could add the superstructure themselves.

As I proceed with the study of the human mind, I find that I have done so much that I ought not to have done, and have left undone so much that I ought to have done, I realize that I have gone at the child haphazardly, without any philosophical method of proceedure. I have been stuffing a mind, the capacity of which I was almost wholly ignorant of. I have been "ignorant of my ignorance," and daily violated the very fundamental principles of education. I verily believe that I as often dwart the God-given powers of the child, as I succeed in promoting their growth.

And yet I am at sea as to *what* to do. I seem to lack ingenuity to devise better plans; unable to discover true principles.

That the "Mind Articles" have aroused, not only in me, but in hundreds of other teachers as well, "an honest investigation, and a courageous application of the truth when found," I think you can assume and yet be modest. I want to see you continue in this good work, and lead us to a better knowledge of the tools and material with which we deal—"the generation that follows us."

Such letters as these do good to all concerned. They furnish more evidence to the fact that teachers are growing earnest in their work, alive to their responsibilities, and eager to do all that can be done for those under their guidance. There is just a little ring of discouragement in this letter that should not be allowed. Never give up as long as you can find a place in which to begin better work. If you cannot at once make all of your school exercises conform to the principles as you learn them, take one at a time. If you have been assigning pages of map questions to your geography class, study the more rational methods, and adopt such as you think will wake up your pupils and give them an interest in the subject. When this is done, take another study in hand, and you will soon forget your discouragement in the pleasure the results derived from of your work.

About thirty years ago Mr. Webb, of Albany, published a book on the word method of reading. A few prominent educators, of whom is S. S. Randall, lent their names and influence to introduce the new system, and it was expected that it would have at least a fair trial. Most teachers refused to make a trial; it seemed to them so evidently absurd to teach children to read without first teaching them their letters. Others gave it a short trial, and concluded it was impracticable. As this system is evidently an improvement, it appears singular that it required thirty years of effort to introduce it; and even yet there are schools where the alphabet is the first thing taught. Within the last year a certain improvement has been made in the construction of the steam engine, and already it is in use in many and distant parts of the state. Mechanics have no meetings to correspond with our Institues for mental instruction, but, by some means, mechanical improvements spread rapidly. Why is it? One fact worthy of notice is that the poor laboring mechanic takes a paper especially devoted to his calling. These do much to change ignorant men into intelligent workmen. No one can believe that no improvements have been made in our profession.

Prof. Charles Froebel will lecture on "The Spirit of the Kindergarten," at the Hall of the College of Pharmacy, 209 and 211 East 23d St., on Saturday, November 28, 1885, at 8:30 o'clock, P. M. Admission, 50 cents. Tickets may be obtained of Jerome Allen, Ph.D., SCHOOL JOURNAL Office, 25 Clinton Place, N. Y.

HORSFORD'S ACID PHOSPHATE.

MARKED BENEFIT IN INDIGESTION.

Dr. A. L. HALL, Fair Haven, N. Y., says: "Have prescribed it with marked benefit in indigestion and urinary troubles."

BOOK DEPARTMENT.

NEW BOOKS.

WIDE-AWAKE. New Volume I. Ill. Boston: D. Lothrop & Co. Price, $1.75.

This volume includes the six numbers of "Wide-Awake" from December, 1884, to May, 1885, inclusive. The critics of juvenile literature place "Wide-Awake', on a high shelf. It is very popular in Europe. It has gone on, year after year, constantly increasing in literary and artistic merit, although in reading one number it has been difficult to see how the next could improve upon it. The publishers have spared neither money nor pains to make it what it is. The best authors of the country have been drawn upon as contributors, and nearly every article in its pages has been illustrated by artists of the highest standing and reputation. The present volume contains Charles Egbert Craddock's story, "Down the Ravine," and the serials, "The Bubbling Teapot," by Lizzie W. Champney, and "In Leisler's Times," by Elbridge S. Brooks; stories by Rose Terry Cooke, Susan Coolidge, Mary Hartwell Catherwood, Margaret Sidney, Mary E. Wilkins, Mrs. Jessie Benton Fremont, and others, with poems by Celia Thaxter, Dora Read Goodale, Mrs. Clara Doty Bates, "M. E. B." Louise Imogen Guiney, Mrs. Diaz, and others. Most of these are illustrated, and the bound volume forms an attractive and valuable present to the young reader.

THE STATUE OF LIBERTY ENLIGHTENING THE WORLD. Described by the Sculptor, Bartholdi. Published for the benefit of the Pedestal Fund, by the *North American Review*, New York.

This volume tells the history of the ten years' struggle Bartholdi has made to construct the now famous Statue of Liberty, and present it to America. It contains many letters, and details the action of the French people in the matter; it is illustrated with several cuts, and is altogether a very readable volume.

THE COMPLETED POEMS OF CHARLES DICKENS. New York: White, Stokes & Allen.

This is a dainty little book, and is attractive to the eye, no matter what the contents are; but as it contains all that has been written in a poetical form by the great novelist, it will have a warm welcome by persons of literary taste. It will be a surprise to many that these poems fill 140 pages of the book, for he is only credited with writing "The Ivy Green," but his songs were quite numerous. This collection will, therefore, be welcomed; it is the proper thing to gather these flowers of poesy together.

THE TRAVELS OF MARCO POLO. For Boys and Girls, with explanatory notes and comments. By Thomas W. Knox. New York: G. P. Putnam's Sons.

In preparing this volume for the press, the writer has endeavored to adapt it to the youthful reader; many pages are re-cast, but many are entirely the same. The author has bestowed much pains upon the work; his own travels in Asia have been of service. As the author of the "Boy Travelers in the Far East," Col. Knox won a lasting reputation as a fascinating writer for young people. He has in this volume, we think, added to that reputation. The volume is finely illustrated, and its perusal will give its readers a pretty clear idea of the wonder-land which Asia is. China, Siberia, Persia, and Japan are here graphically described, and made as attractive as if near by, instead of being on the other side of the globe.

HISTORIC BOYS. Their Endeavors, their Achievements, and their Times. By E. S. Brooks. New York: G. P. Putnam's Sons.

A volume like this has a grand field; we know a good deal of the past, but it is mainly of the men and women that lived years ago. But it is now being felt that we ought to study childhood; that if men are to learn from the men of the past, so childhood is to learn from the children of the past. Mr. Brooks has twelve characters, and has portrayed them in his peculiar and fascinating style. Whether these twelve could better have been another twelve is a question; that these have a singular attraction cannot be denied. It makes one wonder at the richness of the past in furnishing materials for our meditation.

Mr. Brooks selects typical characters—one each to show what the Boy has done as Magistrate, as Chieftain, as Viking, as Knight, as Cardinal, as King, as Emperor, etc.

His method is to annihilate the past—to make his characters live before the reader. The method of Hawthorne in his "Wonder Book" re-telling the old tales of Greece and Rome, has been followed. His style is peculiarly graphic and forcible, and with the illustrations the mists of the centuries disappear, and the past lives again.

Such works are very valuable to place in the hands of young people. Instead of the turgid volumes of ancient history, a panorama appears and the past opens before us. We think the publishing of such volumes cannot but be of great service, and is a good sign of our times. Good books for our young people, we say, is a good sign.

MIDSUMMER FLOWERS. Poems by Prominent Authors, arranged by Susie Barstow Skelding. New York: White, Stokes & Allen.

This is a dainty volume suitable for a gift to a friend. It contains illustrations of a high order of merit—maple leaves, clematis, wild raspberry, meadow sweet, berries and ferns here look one in the face and give him pleasure. The poems by Miss Sangster, Celia Thaxter, Lucy Larcom, Dora Read Goodale, Allingham, Longfellow, and Campbell are well chosen. It is prettily bound in silk and is very attractive.¶

THE GOOD THINGS OF LIFE. Second Series. New York: White, Stokes & Allen.

The only review this volume needs is to explain its title. Here are gathered the good things out of *Life*—that witty journal that is in the hands of all readers of bright and witty things.

HEROES OF AMERICAN DISCOVERY. By N. D'Anvers. New York: George Routledge & Sons. Price, $1.50.

This volume is adapted to the student of American history, of whatever age, and being written in a partly historical and partly biographical style, is more readable than a bare history and more instructive than a mere biography. Commencing at the earliest period of authentic knowledge of our Western Hemisphere, and more especially of the United States and Canada, it traces the careers of those whose lives and works have left their impress upon the places, manners, and customs with which they came in contact.

The alleged discovery of America by the Norsemen has been fully described. The romantic careers of Columbus, De Soto, Ponce De Leon, John Smith and Pocahontas, Miles Standish, Henry Hudson, Ribault and the French Huguenots, Father Dreuillette, Roger Williams, Daniel Boone, Fremont, and many other famous characters, receive their share of notice. A history of the establishment of the Mormons by Smith, is also included. It is fully and graphically illustrated throughout; and taken altogether, is excellent, and would be an acceptable and interesting gift for the holidays.

THE POETICAL WORKS OF ALFRED, LORD TENNYSON. Complete edition. New York: Thomas Y. Crowell & Co.

We have often had occasion to speak of the great service Mr. Crowell is doing in issuing compact volumes of literature. One of these was George Elliot's poems; Shakespeare has been put in plain but small type in one handy volume—but we have not space to give a catalogue of all that Mr. Crowell has done in this direction. This volume is very handsomely printed and elegantly illustrated, and contains nearly 900 pages. It would adorn any library.

THE STORY OF ROME, from the earliest times to the end of the Republic. By Arthur Gilman, M.A. New York: G. P. Putnam's Sons.

To tell the history of Rome so as to make it pass before the reader somewhat as it did before the eyes of the living actors in that history, is well worthy any man's ambition. This Mr. Gilman has attempted. He has taken the old materials and re-cast them, and made them display the inner life of the old Roman character. While the materials are old, the treatment has reshaped them, and they have a new force added to them; they stir the blood more strongly than before. The volume is a most valuable one to put in the hands of our young people.

FLOWERS FOR WINTER DAYS. By Susie Barstow Skelding. New York: White, Stokes & Allen.

This is one of the "Flower Songs Series." It has designs of Chrysanthemums, white orchids, pink azalias, and white roses. The cover is of silk, bound with ribbons, and the whole thing is tasteful and well planned. The designs are most pleasing, and evidence artistic skill.

MAGAZINES.

The *Open Door*, a new monthly, will appear in New York under this title in November. Its publishers believe they have discovered a vacant corner in the field of periodical literature, and propose to occupy it. Their intention is to furnish a new medium for the publication of bright, able, and artistic contributions of unknown authors, which otherwise might never reach the public eye.

Our Little Men and Women, for youngest readers, has earned golden gratitude from teachers and parents this past year. While its short stories and beautiful pictures have made it welcome everywhere as a general magazine for little folks, its series of instructive articles have rendered it of unrivalled value to educators.

Johnston's Journal for Oct. 17 has the following articles: The Harmony Community of Economy, Pa.; the First New York Directory; Wm. Cramp, the Shipbuilder; Lake Como; 'Coon and 'Possum Hunting in Virginia; and Electrical Engineering as a Profession. There is also an illustrated poem and an illustrated love story.

The Index of *Babyhood's* first year, which accompanies its twelfth number (November,) comprises nearly four hundred titles, and gives an idea of the subjects covered by this novel mother's companion in its first volume.

The labor problem will be discussed in the *Century* during the coming year by several writers of prominence. The first article in the series is by the Rev. Dr. Lyman Abbott. It appears in the November number, with a full-page engraving of a picture by a young American artist, Robert Koehler, called "The Socialist." This picture will be remembered as attracting attention in the last annual exhibition of the National Academy.

A prominent feature of the *Magazine of American History* for November will be an elegantly illustrated paper on the "Wadsworth House at Geneseo," by Frederic G. Mather, with portraits of James Wadsworth, the philanthropist, and of Gen. James S. Wadsworth, who fell in the late Civil War.

With the October number the Buffalo magazine, *Queries*, takes a more decided stand among the leading literary periodicals. It has been enlarged to forty pages, and its price increased to $1 a year. Among the announcements are a series of papers on the "Civil War," by Martha J. Lamb, editor of the *Magazine of American History*.

ANNOUNCEMENTS.

Scott's Talisman, edited by Dwight Holbrook, in the series of Classics for Children, will be published in November by Ginn & Co.

Macmillan & Co. will shortly issue a small volume of essays by Mr. Frederic Harrison, on the choice of books and kindred subjects.

Henry Holt & Co have in press a collection of poems, entitled "Wishmaker's Town," by William Young. They also announce "Roumanian Fairy Tales," collected by M. Kremnitz, and translated by J. M. Percival.

Lee & Shepard have in preparation "The Dawning," a novel, by an annonymous writer, whose aim is to show young men and women of wealth and fashion that they have important duties to perform in society in the use of time, in charitable objects.

The concluding volume of the "Autooiography of Prince Metternich," will be published this winter by Charles Scribner's Sons.

BOOKS RECEIVED.

Breakfast Dainties. By Thomas J. Murrey. New York. White, Stokes & Allen.

A Mission Flower. An American novel. By George H. Picard. New York. White, Stokes & Allen.

Spring Blossoms. Poems by prominent authors, arranged and illustrated. By Susie Barstow Skelding. New York. White, Stokes & Allen.

Flowers for Winter Days. Arranged and illustrated. By Susie Barstow Skelding. New York. White, Stokes & Allen.

Flowers from Here and There. Poems arranged and illustrated By Susie Barstow Skelding. New York. White, Stokes & Allen

Midsummer Flowers. Poems by prominent authors, arranged and illustrated. By Susie Barstow Skelding. New York. White, Stokes & Allen.

Rose Buds. By Virginia Gerson. New York. White, Stokes & Allen. $2.

The Good Things of Life. Second Series. New York. White, Stokes & Allen. $2.

A Select Bibliography of Ecclesiastical History. Compiled and Annotated by J. A. Fisher. Boston. D. C. Heath & Co.

The Greek Prepositions. By F. A. Adams, Ph D. New York. D. Appleton & Co.

A Handbook of Poetics. For students of English verse. By Francis B. Guinenerp, Ph.D. Boston. Ginn & Co. $1.10.

The German Verb-Drill. By Adolphe Dreyspring. New York. D. Appleton & Co.

The Fitch Club. By Jak. New York. Thomas Y. Crowell & Co.

Studies in Shakespeare. By Richard Grant White. Boston. Houghton, Mifflin & Co. $1.75.

The Story of Rome. The story of the Nation's Series. By Arthur Gilman, M.A. New York. G. P. Putnam's Sons. $1.50.

Composition in the School Room. By E. Galbraith New York. G. P. Putnam's Sons. $1.

The Travels of Marco Polo, for Boys and Girls. Fully illustrated. By Thomas W. Knox. G. P. Putnam's Sons. $3.

Historic Boys. By E. S. Brooks. New York. G. P. Putnam's Sons. $2.25.

Red-Letter Poems. By English Men and Women. Thomas Y. Crowell & Co. $3.50.

The Poetical Works of Alfred, Lord Tennyson. Complete edition, illustrated. New York. Thomas Y. Crowell & Co. $5.

Slate and Pencil People. By Emma A. Opper. Illustrated by F. Opper. New York. White, Stokes & Allen.

Elements of Geometry and Trigonometry from the works of A. M. Legendre. By Charles Davies, LL.D. Edited by J. Howard Van Amringe, A.M., Ph.D. New York. A. S. Barnes & Co.

The Man Wonderful in the House Beautiful. An allegory. By Chilion B. Allen, A.M., LLB., M.D., and Mary A. Allen, A.B., M.D. New York. Fowler & Wells Co. $1.50.

Prescott's Dialogues; Prescott's Diamond Dialogues; Prescott's Standard Recitations; Prescott's Paragon Reciter; Prescott's Social Readings and Recitations; Prescott's Drawing-Room Recitations; Webster's Progressive Speaker; Webster's Little Folks' Speaker; Webster's Reciter; Webster's Youthful Speaker; Macaulay's Acting Dialogues; Macaulay's Dialogues for Little Folks; Macaulay's Dialogues for Young People; De Witt's Perfect Orator; De Witts' Little Dialogues, and Wee Pieces for Papa's Own Boy and Girl. New York. Clinton T. De Witt, publishers. 50 cents each.

Forty Lessons in Practical Double Entry Book-keeping. By George Allen. Newbern, N. C. Published by the author. $1.50.

Louisa M. Alcott Calendar, 1886. Boston. Roberts Bros.

History of Ireland in Words of One Syllable. New York. Geo. Routledge & Sons. $1.

Lives of the Presidents of the United States in Words of One Syllable. By Helen W. Pierson. New York. George Routledge & Sons. $1.

How to Grade and Teach a Country School. By John Trainer. Decatur, Ill. Published by the author. $1.50.

Heroes of American Discovery. By N. D'Anvers. New York. George Routledge and Sons. $1.50.

Incidents and Anecdotes of the Civil War. By Admiral Porter. New York. D. Appleton & Co. $2.

A Strong-Minded Woman; or, Two Years After. By William A. Hammond. New York. D. Appleton & Co. $1.50.

Tell Your Wife. Boston. Lee and Shepard. 50 cents.

Stem to Stern, or Building the Boat. By Oliver Optic. Boston. Lee and Shepard. $1.25.

Tuscan Cities. By William D. Howells. Boston. Ticknor & Co.

Initials and Pseudonyms: A Dictionary of Literary Disguises. By William Cushing, B.A. New York. Thomas Y. Crowell & Co. $5.

Child Harold's Pilgrimage. A romance. By Lord Byron. Illustrated. Boston. Ticknor & Co.

An Outline History of Sculpture for Beginners. By Clara Erskine Clement. New York. White, Stokes & Allen. $2.50.

Babyland. Illustrated. Edited by editors of *Wide-Awake*. Boston. D. Lothrop & Co. 75 cents.

Common Sense in the Nursery. By Marion Harland. New York. Charles Scribner's Sons. $1.

Rudder Grange. By Frank R. Stockton. Illustrated by A. B. Frost. New York. Charles Scribner's Sons. $2.

Natural Theology; or Rational Theism. By M. Valentine, D.D. Chicago. S. C. Griggs & Co. $1.25.

The Great Cities of the Modern World. By Hazel Shepard. New York. George Routledge & Sons. $1.50.

The Emerson Calendar. With Selections for Every Day in the Year. Boston. Houghton, Mifflin & Co.

Elements of Inorganic Chemistry. By James H. Shepard. Boston. D. C. Heath & Co, $1.25.

Kinder-Und Hausmarchen Der Gebruder Grimm. By W. H. van der Smissen, M.A. Boston. D. C. Heath & Co. 85 cents.

Davy and the Goblin, or What Followed Reading "Alice's Adventure in Wonderland." By Charles E. Carryl. Illustrated. Boston. Ticknor & Co.

Sugar and Spice and All That's Nice. Selected by the editor of *Quiet Hours*. Boston. Roberts' Bros.

The Joyous Story of Toto. By Laura E. Richards. With illustrations by E. H. Garrett. Boston. Roberts' Bros.

A Primary History of the United States. New York and Chicago. A. S. Barnes & Co.

Manual of Gymnastics for the School-Room. Boston. New England Publishing Co.

Pease's Singing Book. By F. H. Pease. Boston. Ginn & Co.

The Elocutionists Manual, No. 13. Compiled by Mrs. J. W. Shoemaker. Phila. National School of Elocution and Oratory.

Shakespeare's King Richard III. By Brainard Kellogg, A.M. New York. Clark & Maynard.

The Essentials of Geography. By G. C. Fisher. Boston. New England Publishing Co.

The Place of Art in Elocution. A lecture by Thomas Davidson, M.A. Boston. Ginn & Co.

Talks to Students. By G. W. Hoenshel. Middleton, Va. Published by the author. 15 cents.

Primary Fridays. Chicago, Ill. S. R. Winchell & Co.

(*Continued from page 297*).

XII.

One May morning, Mr. Brown-Thrush said to Mrs. Brown Thrush: "I think it is quite time, my dear, that we began housekeeping."

"Just exactly what I have been thinking for several days," she replied; "but I was waiting for you to propose it."

"Well, then, suppose you go out this morning and see if you can find a house, while I practice that staccato solo I'm to sing next week at the concert."

"But I cannot find one, Mr. Brown-Thrush. I've searched everywhere already. There's not a nest within six miles that isn't already occupied, except that old empty robin's nest up in the crab-apple tree; and one thing I've always said I never would do, is to keep house in a last year's nest."

"Well, then, you must build one."

"I, alone! Why, Mr. Brown-Thrush, how can you propose such a thing? I'm willing to do my share, but it is impossible for me to build a nest all alone; and I'll not attempt it, sir."

"Really, Mrs. Brown-Thrush, I think you are very disagreeable this morning. How can I sing with any spirit at all if you annoy me so. If the nest must be built, and if I must help you, why I suppose we may as well begin at once. There's a very respectable looking place nown in the corner of that strawberry bed. It won't take long to scratch up some leaves there, and then it'll be over with."

Down went Mr. Brown-Thrush, and all Mrs. Brown-Thrush could do was to follow, which she did very sulkily, for she was in no way satisfied with a scratched up nest in the strawberry bed.

"But if he won't help me, I won't try to build anything better," she said, as she snapped up a stray feather, and tucked it among the leaves.

The nest was soon done, and away flew Mr. Brown-Thrush to the willow-tree to practice his solo, and his wife hurried away to Mrs. Jay to pour forth her troubles.

The housekeeping was begun next day, and after a while four little Brown-Thrushes were tumbling about in the rickety nest. The father and mother were quite happy then, though the former complained considerable at being obliged to give up the morning musicales by the brook, and search for breakfasts. But all went happily on the whole until one sad day when a heavy shower came up. The rain poured down in torrents, and in a few minutes the poor little ragged Brown-Thrushes were washed out of the nest and into a pool of water, where they were soon drowned.

Poor Mr. and Mrs. Brown-Thrush, how sad and desolate they felt; but they resolved to build a better house another year.

LIVE ANSWERS.

1. Drab silk matches gold, and gray matches silver.

2. A city is a collective body of inhabitants incorporated, and governed by a mayor and aldermen.

3. A territory cannot compel Congress to admit it as a state.

4. A leather dollar would be so much larger than a silver dollar that it would be very inconvenient money to carry around.

5. For some reasons it would be better if the President's term of office were six years instead of four.

6. All new methods are old in a certain sense.

Sere leaves beneath our feet are flung,
Bare boughs against a sky of gray
Hither and thither, sobbing, sway,
As if wild hands a specter wrung.
Is this the world that was so young,
And fresh and fair but yesterday.

"If you tried and have not won,
Never stop for crying;
All that's good and great is done
Just by patient trying."

To thoroughly cure scrofula, it is necessary to strike directly at the root of the evil. This is exactly what Hood's Sarsaparilla does, by acting upon the blood, thoroughly cleansing it of all impurities, and leaving not even a taint of scrofula in the vital fluid.

SPECIAL LETTER TO SUBSCRIBERS.

ELEMENTS OF SUCCESS IN TEACHING.

To be *successful* is the aim of every teacher, undoubtedly. Some try for success in one way, and some in another; some try severity; some, indulgence. To find the best way, let one observe the business man, who makes money by being successful. The first and last thing with him is to know all about the business he pursues. If he is a merchant, he takes a paper that gives him prices and styles of goods; he finds out all he can from other merchants. *He keeps up with the times.* So do all men who succeed. From a long survey of teachers and their work, it is plain that those who pursue just such a course in teaching are successful—always successful. Somehow, one must learn the business of teaching; he must study, think, observe, and ascertain what others do and think.

The SCHOOL JOURNAL (weekly) is fitted for the teacher as the geography and arithmetic are fitted for the pupil. They are not articles of luxury, like the illustrated magazine. The SCHOOL JOURNAL contains information to be found in no book.

HOW TO HAVE A GOOD SCHOOL.

There is an art in teaching—that is, there are methods that can be learned by study and practice, by which the teacher is able to produce *results*, such results as ought to be gained by attending school.

It was thought fifty years ago, that it was only necessary to know a small amount of Arithmetic, Geography, Grammar, etc.—then one could teach. There were no railroads or telegraph at that time; soon as they were made, practical people hastened to use them.—There were no educational journals; as soon as they were made, wise teachers took them. They acted on the same principle a woman does in buying a sewing machine.

The teacher must in these days come "posted" to the school-room; the demands made on him are persistent; day by day he must take means to render himself attractive and magnetic—day by day, or he will fail.

We send this week several thousand reminders to subscribers who are in arrears. Good friends, please give immediate attention to these notices. Send money by Post-office Order, Draft on New York, or registered letter *at our risk*. If money or a postal-note is sent, seal and address carefully, and it seldom fails to reach us.

Yours truly,

E. L. KELLOGG & CO.,
25 Clinton Place, N. Y.

Publishers' Department.

It is not always smooth sailing to obtain really meritorious works in higher mathematics couched in such language as may be readily understood, but the Normal Mathematical Series by Dr. Brooks, published by Sower, Potts & Co., of Philadelphia, will be found to meet all demands. They include the Standard, Union and Higher Arithmetical courses, the Normal Algebra, Geometry and Trigonometry, and Brooks's celebrated Philosophy of Arithmetic. Sower, Potts & Co. also publish Montgomery's Normal Union System of Industrial drawing. Send to them for a circular of all their publications.

New England teachers, both in school and out, will be eager to get a copy of the School Almanac and Guide for 1886, containing, beside one of the best almanacs published, a directory of New England schools and principals, suggestions to teachers when applying for a position, and other valuable information. The book is sent, post-paid, on receipt of six cents in stamps. J. Ransom Bridge & Co., 110 Tremont st., Boston, are the publishers.

The Novelty Rug Machine is a very ingenious little contrivance invented by E Ross & Co., of Toledo, O., for making rugs, tidies, hoods, etc. The price is very cheap, being only $1.00, for which price it is sent by mail, with full directions for use. Agents are wanted, and it appears to be a very attractive and quick-selling article, and one that would give great satisfaction in use.

MADAME FOY'S CORSET AND Skirt Supporter.

Combines the most ELEGANT FITTING CORSET with a PERFECT SKIRT SUPPORTER and is one of the most popular and satisfactory corsets as regards HEALTH and COMFORT ever invented. It is particularly adapted to the present style of dress.

For sale by all leading dealers. Price by mail $1.00.
FOY, HARMON & CHADWICK, New Haven, Conn.

GOOD WOMEN

Are noted for the power of keen discrimination and readily detect fraud and appreciate real merit, and hence it is you find in our homes, Hood's Sarsaparilla. It is true that every one should take, at this season, a blood purifier, and cleanse the blood and system of the germs of disease, and it is also true that many diseases are warded off by the timely use of Hood's Sarsaparilla. Its wonderful restoring and renovating properties, combined with its power to build up the system, eradicate scrofula and

Cleanse the Blood

of all humors, render it the very best family medicine that can be devised and as a protection from diseases that originate in changes of the seasons, of climate, and of life, it cannot be excelled. Price $1.00; six for $5.00. Prepared only by C. I. HOOD & CO., Lowell, Mass. Sold by Druggists and Dealers.

TEACHERS' AGENCIES.

TEACHERS

A sample copy of our School Almanac and Guide for 1886, containing one of the best almanacs published, a directory of New England schools and principals, suggestions to teachers when applying for a position, and other valuable information, will be sent, post-paid, on receipt of six cents in stamps.

J. RANSOM BRIDGE & CO.,
110 Tremont St., Boston Mass. P. O. Box 1868.

American and Foreign
Teachers' Agency,

introduces to colleges, schools, and families superior Professors, Principals, Assistants, Tutors and Governesses for every department of instruction; recommends good schools to parents. Call on or address

Mrs. M. J. YOUNG-FULTON,
American and Foreign Teachers' Agency,
23 Union Square, New York

BEST TEACHERS, AMERICAN AND FOREIGN,

promptly provided for Families, Schools, and Colleges without charge.
Skilled Teachers supplied with Positions.
Circulars of Good Schools free to Parents
School Property rented and sold.
School and Kindergarten Material, etc

J. W SCHERMERHORN & CO.,
American School Institute, 7 East 14th St., N. Y.

THE BOSTON TEACHERS' AGENCY.

Successful Teachers seeking better positions, and Superintendents and committees wanting good Teachers, are invited to apply to Everett O. Fisk Manager, 13 Tremont Place, Boston.

TEACHERS' AGENCIES.

BROCKWAY TEACHERS' AGENCY, Rooms 7-9, Times Building, Chicago, supplies Schools, Families and Colleges with teachers, and teachers with positions. Recommends good schools to parents.

MRS. L. F. BROCKWAY, Manager.
ESTABLISHED 1880.
ENDORSED BY LEADING EDUCATORS.

NO COMMISSION CHARGES.

Teachers wishing situations for winter should apply to us at once.

School officers are invited to secure teachers from our members and thereby allow the teachers to have full benefit of the salary paid.

Teachers' Co-operative Association of New England,
75 Hawley Street, Boston.

Pennsylvania Educational Bureau

BUSINESS TRANSACTED IN ALL THE STATES AND TERRITORIES.

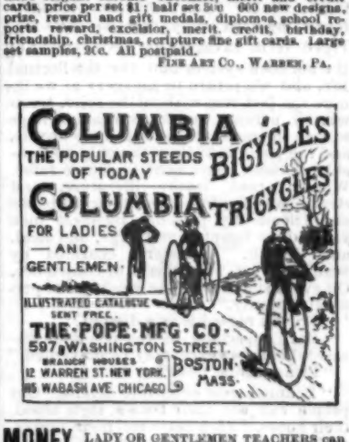
Frank H. Curtess, Prof. of Normal Methods Central Tenn. College, Nashville, Tenn., writes "I was very highly pleased with the manner in which you have dealt with me, and can recommend the Bureau."

For application form and list of testimonials, address

L. B. LANDIS, Manager,
631 Hamilton St., Allentown, Pa.

TEACHERS! Our New School Aids are the best and cheapest system for conducting schools in good quiet order. Each set contains 212 large elegant chromo excelsior, merit and credit cards, price per set $1; half set 50c. 600 new designs, prize, reward and gift medals, diplomas, school reports reward, excelsior, merit, credit, birthday, friendship, christmas, scripture fine gift cards. Large set samples, 20c. All postpaid.

FINE ART CO., WARREN, PA.



MONEY, LADY OR GENTLEMEN TEACHERS can make $30 a week during Saturdays and Holidays. No books but a beautiful and st ple article. Address D. M. GONDIE, 163 Washington St. Chicago

BOOKS—Twenty Million Dollars

IS PERHAPS AN UNDERESTIMATE of the amount SAVED by the American book-buying public as a result of THE LITERARY REVOLUTION during the past six years. THE REVOLUTION moves FORWARD, not Backward. It now presents a larger catalogue of better books at lower prices than ever before. To illustrate: the Boston edition of Tennyson's "Enoch Arden," price $1.25, is reprinted in handsome style, for 2 CENTS. The best edition ever made in America, and the ONLY uniform edition of the WORKS OF JOHN RUSKIN, is publishing for the price of $18 for the set—$600 was paid for the set from which it is reprinted. The following are SOME of the Authors now represented in the catalogue which is sent free, by mail, to any applicant, or may be had of enterprising BOOK-SELLERS who act as Agents.

Abbott, Jacob.	Bulwer-Lytton.	Dante.	Green, J. R.	Keats.	Ossian.	Rollin.	Thackeray.
Æschylus.	Bunyan.	Darwin.	Greenwood, Grace.	Kennedy.	Ovid.	Rossetti.	Thayer, W. M.
Æsop.	Burke.	D'Aubigne.	Grimm.	Kenrick.	Parton, James.	Ruskin.	Thompson, Maurice
Alden, E. T.	Burns.	De Foe.	Guizot,	Kerr, Orpheus C.	Payn, James.	Russell, W. Clarke.	Thompson, Judge.
Allerton.	Byron.	Demosthenes.	Hamerton.	Kingsley, Rev. C.	Peabody, S. H.	Sale, George,	Thucydides.
Ancient Classics.	Cæsar.	De Quincey.	Haweis.	Lamartine.	Phelps, Gen. J. W.	Schiller.	Trench.
Andersen.	Calhoun.	De Staël.	Hemans.	Lamb, Charles.	Phillips, Wendell.	Schmucker.	Trevelyan.
Arabian Nights.	Campbell.	Dickens.	Herbert.	Linton, E. Lynn.	Pindar.	Scott, Sir Walter.	Trollope.
Argyll, Duke of.	Carlyle.	Doré.	Herodotus.	Locke.	Plato.	Seneca.	Trumbull.
Aristotle.	Cervantes.	Dryden.	Hervey, John C.	Longfellow.	Platt.	Shelley.	Tyndall.
Arnold, Edwin.	Chambers.	Durfee.	Hewitt, A. S.	Lossing, B. J.	Pliny.	Smalley, E. V.	Virgil.
Arnold, Matthew.	Chaucer.	Ebers, George.	Homer.	Luther.	Plutarch.	Smiles, Samuel.	Washington.
Arthur, T. S.	Chinese Classics.	Eliot, George.	Hood, Thomas.	Lytton, Bulwer.	Pope.	Smith, Dr. Wm.	Weems.
Aytoun.	Chinese Gordon.	Emerson.	Horace.	Macaulay.	Porter, Jane.	Sophocles.	Wesley.
Bacon.	Cicero.	Euripides.	Houston, Sam.	Mackenzie.	Prescott.	Southey.	Whicher.
Bain, Alex.	Coleridge.	Farrar, Canon.	Hughes, Thos.	Martineau.	Procter, A.	Spencer, Herbert.	White, H. K.
Besant, Walter.	Collins, Wilkie.	Forbes, Arch'ld.	Hume, David.	Mayo.	Proctor, R. A.	Spielhagen.	Whittier.
Bedott, (Widow.)	Confucius.	Fox, Rev. John.	Huxley.	Mencius.	Pryde, David.	Stewart, Balfour.	Willis, N. P.
Birrell, Augustine.	Conway, Hugh.	Frost, Rev. John.	Ingelow.	Mill, John Stuart.	Ramage, C. T.	Storrs, Rev. R. S.	Wilson.
Black, William.	Cooper, Peter.	Geikie, Archibald.	Irving.	Milman.	Rawlinson, George.	St. Pierre.	Wood, J. G.
Bonney, C. L.	Cowper.	Geikie, Cun'gham.	Jenkins.	Milton.	Reade, Charles.	Swift, Dean.	Wood, Mrs.
Bronte.	Crabbe.	Gibbon.	Jevons, W. Stanley.	Moore.	Richardson, C. F.	Tacitus.	Wordsworth.
Browning, Mrs.	Creasy.	Goethe.	Johnson, Sam.	Müller.	Roche.	Taylor, Dr. G. H.	Wright, Mrs.
Bryant.	Cromwell.	Goldsmith.	Josephus.	Mulock-Craik.	Rogers.	Taylor, H.	Xenophon.
Buffon.	Curtis, Geo. Wm.	Gould, S. Baring.	Juvenal.	North, Christop'er.	Roget.	Tennyson.	Yonge, C. M.

ILLUSTRATED CATALOGUE. 116 pages, may be had for 4 CTS. THE BOOK-WORM, Monthly, 25 CENTS a year, gives a vast amount of choice reading, besides all the news of The Literary Revolution. Specimen FREE, including complete CONDENSED CATALOGUE, or one year free with books to amount of $1.00, purchased this month.

BOOK-SELLERS all over the continent sell my publications; the leading Book-seller in each town often has exclusive agency. A CLUB AGENT wanted at every Post-Office and in every neighborhood where I have no Agent; liberal terms. FAIR TERMS to BUYERS—books sent for examination before payment on reasonable evidence of good faith.

JOHN B. ALDEN, Publisher, 393 Pearl St., New York. P. O. Box 1227.

UNDER THE GALLOWS!

Frightful Condemnation of a Mother by Her Son—What Does it Mean?

Not long ago a weeping mother called to bid good-bye to her only son who was soon to be executed.

"Woman," he exclaimed in a momentary frenzy, "Woman, I would never have been here had you done your duty by me when I was young!"

This was a terrible parting! It horrified the spectators; it nearly crazed the conscience striken mother.

One can scarcely overestimate the mother's influence in the moulding of the character of her offspring. But how often, oh, how often, do mothers seem to ignore this responsibility!

During a recent trip on the rail the writer made the acquaintance of Dr. A. J. Benedict, of Sackett's Harbor, N. Y., a person who has made a study of human development. Referring to the murderous tendency of the times, we asked that eminent man if the outlook was not discouraging?

"It looks so," he said, "but I fancy we have a cause and the remedy for such evils. In my professional career I have found, by hard study, that we have emerged from savagery by development of the nervous system and the intellectual life, and we return to savagery as we ignore the fact that without the solid, trustworthy nervous system, we cannot hope to save the race. Boys stuff dime novels, and the pistol is to them the only respectably glorious instrument to secure fame. Women read trashy literature, and straightway try to murder their husbands and friends by poison. Business men yield to the tempter, and forge, and steal, and default. Ministers, charmed by beauty, forget the behests of conscience. On every side we see the weakness of personal integrity."

"Do you regard it as a disease?"

"More especially as the result of disease which, however, may be prevented."

"Please define how."

"I cannot now enter into details. Our people can see their bodies, their blood, their bones. *They never see their nerves, and consequently many do not suppose they have any.* The farmer's wife rejoices in a big physical frame, and yet she dies prematurely. The nerve cannot stand the strain of continual work. The minister falls dead in his pulpit, but he never did a day's work in his life. The lawyer faints in the presence of the court, and is soon a wreck or a corpse, and yet the work is nerve work. The man of affairs is overcome with apoplexy; the politician and publicist, with Bright's disease. The mind of the untutored man is fired by the exploits of crime, and he longs for such fame. These persons overwork or overe-xcite the nervous system, and this fact kills or demoralizes them."

"If all this be so, how would you rectify it, then?"

"Let me tell you. A few years ago I had a lady patient who was an utter wreck. She was the mother of several children. She lost her mind, and imagined she was cursed of God. She was a farmer's wife, and worked early and late. I never saw a finer specimen of physical womanhood than she, but she was a nervous wreck? She became bloodless, had the very worst of female disorders and was in the last stages of albuminuria or Bright's disease. This latter disease works particular havoc with the nervous system, and produces insanity and despair. She was insane and desperate, and I fear, *tainted the blood of her offspring* with these terrible tendencies. I treated her for several years. One by one the standard remedies of the schools failed, but I finally cured her with Warner's safe cure, and she is to-day strong and well. Yet thousands of women like her, every year bring ill-formed and criminally-inclined children into the world. Is it any wonder that nervous diseases prevail, and that the whole moral sense is demoralized? If that remedy were generally used, we would have stronger mothers, stronger children, stronger men and women, and with perfect physical and mental health, crime would decrease and society be more secure."

Such candid opinions are surely worth considering.

Publishers' Department.

The educational works of Dr. L. Sauvier have obtained a wide popularity al over the country, and very justly so, for each in its own sphere is a standard of excellence. To all who are not familiar with Dr. Sauvier's works, we would say that by addressing the author, at Green street, Germantown, Pa., they can obtain full information concerning them from the descriptive circulars which are sent free on application

Martha Martell says: "Let us act as though there were no past, only so far as it aids and cheers the present; and no future excepting such as we make it by the best use of the present." It would be a good plan for all those who contemplate entering upon a course of instruction in either vocal or instrumental music, to embrace the present opportunity at the New England Conservatory of Music (E. Tourgee), of which the next term begins on November 23, and ends February 3. The instruction and accommodations are both excellent and reasonable, as may be seen by referring to the advertisement in this issue.

W. H. Powell, Supt. of Schools, Aurora, Ill., after many years' successful training in teaching the correct use of language, has compiled, as a result, two of the most successful books ever brought before the public, "How to Talk" and "How to Write." They already have a very wide circulation, nearly a quarter of a million having been printed, and, besides their extensive use throughout the rest of the country, were adopted for all the schools of Philadelphia and the State of Delaware, in January. They are both profusely illustrated—not merely dry lessons—and will hold the pupils' attention where many others would fail. These books are published by Messrs. Cowperthwait & Co., Philadelphia, but specimen copies can be obtained from either of their nearest agents in New York, Boston, or Chicago.

Every business house makes a specialty of some one article or line of trade, and one can generally get the best satisfaction by dealing with that firm whose specialty just coincides with his particular want.

In the present stage of education, the best results are to be obtained through conviction, by means of the senses of sight, etc.; and in teaching chemistry, experiments become almost absolutely necessary, and of course the proper apparatus for success. E. B. Benjamin solicits correspondence from teachers, in regard to all the requirements of the laboratory, which he supplies at reasonable rates.

It has always been a question of much doubt to most teachers what books will be best suited for practical use in teaching and where to get them. We would say that among our advertisers will be found most of the publishers of the best practical books on education.

As text-books in arithmetic and mathematics few will be found superior to Wentworth's series, published by Ginn & Co. These publishers are live business men and up to the spirit of the times. They are always ready to consider the teachers' wants, and upon consultation will recommend just such books as are best adapted to the particular demands. They would be pleased to furnish catalogues upon application, so that, "in other men's writings one may see what becometh him, and what becometh him not."

Just at this time the study of political economy is one of the most important branches in our schools, and all teachers and school officers will be greatly interested in the book recently published by Messrs. Thompson, Brown & Co., of 23 Hawley St., Boston. This book is the Elementary Political Economy of A. B. Meservey, Ph.D., principal of New Hampton Literary Institution, New Hampton, N. H., and author of a Treatise on Book-keeping.

Schools, Laboratories and Colleges desiring pure chemicals and chemical apparatus, can be supplied with the best goods at the lowest prices, by writing to Messrs. Eimer & Amend, of 211 Third Avenue, New York, importers and manufacturers of Chemical Apparatus, and Chemicals, who also make a specialty of Bunsen's Burners and Combustion Furnaces. Give them a trial.

JAMES PYLE'S

PEARLINE

THE BEST THING KNOWN FOR

Washing and Bleaching

in Hard or Soft, Hot or Cold, Water.

SAVES LABOR, TIME, and SOAP, AMAZINGLY, and gives universal satisfaction. No family, rich or poor, should be without it.

Sold by all Grocers. BEWARE of imitations well designed to mislead. PEARLINE is the ONLY SAFE labor-saving compound, and always bears the above symbol and name of JAMES PYLE, NEW YORK.

ELY'S CREAM BALM

Cleanses the Head, Allays Inflammation. Heals Sores. Restores the Senses of taste, Hearing & Smell. A Quick Relief. A Positive Cure

CREAM BALM has gained an enviable reputation, displacing all other preparations. A particle is applied into each nostril; No pain; agreeable to use. Price 50c. by mail or at druggists. Send for circular. ELY BROTHERS, Druggists, Owego, N. Y.

CATARRH

HAY-FEVER

ECONOMY IS WEALTH.

DRESSES DYED Without Ripping. IT CLOTHING *Cleansed and Pressed* TO EQUAL NEW.

PAYS.

Finest Work in this Country.

Lewando's French Dye House,

17 Temple Pl., Boston, U. S. A.

THE GREAT AMERICAN TEA COMPANY

GOOD NEWS TO LADIES!

Greatest inducements ever offered. Now's your time to get up orders for our celebrated Teas and Coffees, and secure a beautiful Gold Band or Moss Rose China Tea Set, or Handsome Decorated Gold Band Moss Rose Dinner Set, or Gold Band Moss Decorated Toilet Set. For full particulars address THE GREAT AMERICAN TEA CO., P. O. Box 289. 31 and 33 Vesey St., New York.

THE WONDERFUL LUBURG CHAIR.

Library, Smoking, Reclining, and Invalid Chair Combined. 50 CHANCES, Price, $7 and up. Send Stamp for Catalogue. LUBURG M'F'G CO. 145 N. 8th St., PHILA. PA.

BUCKEYE BELL FOUNDRY.

Bells of Pure Copper and Tin for Churches, Schools, Fire Alarms, Farms, etc. FULLY WARRANTED. Catalogue sent Free. VANDUZEN & TIFT, Cincinnati, O.

CURE FOR THE DEAF

Peck's Patent Improved Cushioned Ear Drums perfectly restore the hearing, and perform the work of the natural drum. Always in position, but invisible to others and comfortable to wear. All conversation and even whispers heard distinctly. We refer to those using them. Send for illustrated book with testimonials, free. Address, F. HISCOX, 853 Broadway, N. Y. Mention this paper.

BOOK AGENTS WANTED for "PLATFORM ECHOES, or LIVING TRUTHS for Head and Heart." Now selling by thousands. A brand new book just completed by *John B. Gough.* The greatest book of the age. Ministers say "Godspeed it." Everyone laughs and cries over it. 640 pages. 287 splendid Engravings. Introduction by Rev. LYMAN ABBOTT, D. D. It sells at sight. Send for Circulars. Extra Terms. A. D. WORTHINGTON & CO., Hartford, Conn.

R. H. MACY & CO.,

14th ST., SIXTH AVE., and 13th ST., NEW YORK

GRAND CENTRAL FANCY AND DRY GOODS ESTABLISHMENT.

OUR PRICES

ALWAYS THE LOWEST.

ATTENTION IS DIRECTED TO OUR LARGE AND ATTRACTIVE STOCK OF

FALL GOODS.

ALL THE NOVELTIES IN

SUITS and CLOAKS and HATS and BONNETS.

THE MOST APPROVED MAKES OF

Black and Colored Silks, Satins, Velvets, & Plushes.

HOSIERY, UNDERWEAR, AND GLOVES, FOR LADIES, GENTLEMEN, AND CHILDREN

DRESS GOODS

IN THE NEWEST STYLES AND COLORINGS.

LINENS, BLANKETS, AND CURTAINS AT LOWER PRICES THAN HAVE RULED FOR YEARS.

LADIES' MUSLIN UNDERWEAR.

OUR OWN MANUFACTURE.

MAIL ORDERS CAREFULLY EXECUTED.

R. H. MACY & CO.

Silks and Velvets.

James M'Creery & Co.

Offer during this week the residue of their Fall and Winter Importations of Rich Silks and Velvets, for Street, Evening, and Reception Costumes, at a notable reduction in price. Also a very attractive stock of Black and Colored Silks and Satins, at unusually low prices.

Broadway, cor Eleventh Street, New York.

STATEN ISLAND

FANCY DYEING ESTABLISHMENT,

Office, 5 & 7 John St., New York.

BRANCH OFFICES { 1199 Broadway, near 29th St., N.Y. 279 Fulton St., Brooklyn. 47 North Eighth St., Phila. 43 North Charles St., Baltimore. 40 Bedford St., Boston.

Dye, Clean, and *Refinish* Dress Goods and Garments, *Ladies' Dresses, Cloaks, Robes, &c., of all fabrics,* and of the most elaborate styles, cleaned or dyed successfully *without ripping.*

Gentlemen's Garments *cleaned or dyed whole.*

Curtains, Window Shades, Table Covers, Carpets, &c., cleaned or dyed. Employing the best attainable skill and most improved appliances, and having systematized anew every department of our business, we can confidently promise the best results, and unusually prompt return of goods. Correspondence invited. Goods received and returned by express and mail.

Send for Circular and Price List.

BARRETT, NEPHEWS & CO., 5 and 7 John St., N. Y.

NOVELTY RUG MACHINE

(Pat Dec 27, 1881.) For making Rugs, Tidies, Hoods, Mittens, etc. Sent by mail, full directions. Price, $1. Agents Wanted. Manf'rs Stamped Rug Patterns on Burlap, and Dealers in Yarns.

Address, E. ROSS & CO., Toledo, O

20 All Hidden Name Cards, an elegant 48 page final Autograph Album, 2 French Dolls with wardrobe of 32 pieces, and 200 New Scrap Pictures, all for 25 Cents. KNOW & CO., Meriden, Conn.

RAVEN SHOE

Absolutely the best. Softens and preserves leather. Makes ladies' shoes look new, not varnished.

BUTTON & OTTLEY,

GLOSS DRESSING

Leading Shoe Dealers everywhere commend it. Is *economical.* Has no *odor.* Beware of imitations.

Mfrs., NEW YORK.

Ayer's Cherry Pectoral

Possesses the greatest possible power to heal and control affections of the throat and lungs, with absolute safety for children or adults. The experience of years has proven it to be of inestimable value as a household medicine, and for professional use. Thousands of physicians and families testify to its great worth. Jas. E. Moling, Hilliard, Ohio, writes: "I have used Ayer's Cherry Pectoral in my family for twelve years, and have found that, as a remedy for Coughs, Colds, or Sore Throats, it

Is Unequaled.

J. I. Miller, editor of the "Lutheran Home," Luray, Va., writes: "I advertise nothing that I do not know to be good. I was saved from the grave, I am sure, by the use of Ayer's Cherry Pectoral, and have recommended it to others with the happiest results." L. J. Addison, M. D., Chicago, Ill., writes: "I have never found, in thirty-five years of continuous study and practice in medicine, any preparation of so great value as Ayer's Cherry Pectoral, for treatment of diseases of the throat and lungs; and I constantly recommend it to my patients. It not only breaks up colds and cures severe coughs, but is effective in relieving the most serious bronchial and pulmonary affections."

John J. Uhlman, Brooklyn, N.S., writes: "Twelve years ago, I was afflicted with a severe bronchial trouble, pronounced by a skilful physician to be very dangerous, and liable to terminate in Pneumonia. After using one bottle of Ayer's Cherry Pectoral, I found great relief, and an occasional use of it since that time has, I think, extended my life ten years at least." Mrs. V. M. Thebaud, Montreal, Canada, writes: "Last spring my daughter was attacked by membraneous croup, or diphtheria. The doctor prescribed Ayer's Cherry Pectoral, which cured her of the diphtheria. Being still very weak and sick, she began taking Ayer's Sarsaparilla, which restored her to vigorous health."

Ayer's Cherry Pectoral,

PREPARED BY

Dr. J. C. Ayer & Co., (Analytical Chemists), Lowell, Mass.

For sale by all Druggists.

Dr. Sauveur's Educational Works.

A copy of any of Dr. Sauveur's Works will be sent, postpaid, to teachers by the author, on receipt of half the retail prices.

Descriptive circulars, giving the retail price and the introduction price of each volume, will be sent to applicants.

Address DR. L. SAUVEUR, Green St., Germantown, Pa.

PEOPLE'S LINE.

—STEAMERS—

DREW and DEAN RICHMOND.

The Popular Passenger Evening Line ON THE HUDSON RIVER.

North River, foot of Canal Street every day at 6 P.M.

Tickets sold and Baggage checked to all points, North, East and West. Leave ALBANY for NEW YORK, at 8 P.M.

New York Central and Hudson River Railroad Tickets good for Passage and Stateroom berths.

J. H. ALLAIRE, General Ticket Agent.

General Passenger Agent, Pier 41 N. R., N.Y.

EPPS'S

GRATEFUL—COMFORTING.

COCOA

20 All-Hidden Panorama Floral CARDS and 18k. Rolled Gold RING for 10 2-ct. stamps. Address CLINTON BROS., Clintonville, Conn.

The J. B. Watkins Land Mortgage Co.,

Successor to J. B. WATKINS & CO.

BEGAN BUSINESS IN 1870. *INCORPORATED IN 1883.*

Capital, $750,000.

FARM MORTGAGES

Interest 7% Guaranteed

Payments of Interest Prompt as Government Bonds by half-yearly Coupons payable at National Bank of Commerce in New York.

10 Years Business Report.

The number of mortgages negotiated from May 1874, to May 1884; 8,762,

Aggregate amount,	$5,580,350
Total amount of interest earned and paid on the day it matured,	$1,773,600
Number of mortgages matured, 2,091,	
Aggregate amount,	$1,048,500
Total amount of interest and principal paid at maturity,	$2,822,100

Number of investors in these mortgages 1473; some of them have had 14 years experience with us; each one can testify that all our representations have been fulfilled to the letter.

You may not see this advertisement again; therefore, cut it out and send now for information, forms, and testimonials, and have them when needed. Address,

J. B. WATKINS L. M. CO.,

LAWRENCE, KANSAS.

... DICKINSON, New York Manager, 243 Broadway.

AN exchange says: "What is hostile furniture?" Don't know unless it is armed chairs.

A BOY who was kept after school for bad orthography excused himself to his parents by saying that he was spell-bound.

"THE matter is that the thing is full of moths." "Mots! Vot do you expect to find in a seven-dollar overgoat? Humming-pirds?"

"No, sir, I don't hire out to that farmer. His confounded fences are all barbed wire, an' I can't get a minute's rest on 'em."

A BURGLAR got into the house of a lawyer the other day. After a terrible struggle the lawyer succeeded in robbing him.—*Bench and Bar.*

A man attacked with Bright's Disease, or any kidney disease, don't want fine words—but its conqueror Hunt's [Kidney and Liver] Remedy.

A certain Methodist preacher of this county tells it upon himself that while on his travels recently he stopped a while before sundown at a house to spend the night, and after entering the house, the dog came in, approaching him good-naturedly, and then, as if he had ascertained who the visitor was, immediately went out and got after the chickens in the yard.

Educational Item.—"Art is a wonderful thing. The painter Rubens could change the face of a laughing child into that of a crying child by a couple of dashes with his brush," said an Austin lady to a professor of the University of Texas. "There is nothing wonderful about that. I can do that with one well-directed cut of a peach switch. I've done it time and time again," replied the professor of the Texas Kindergarten.

THE house fly can only see a distance of 38 feet, but that never bothers him any. He always manages to keep within 37 feet of everything.

IMPORTANT.

When you visit or leave New York City, save Baggage Expressage and $3 Carriage Hire, and stop at the **Grand Union Hotel**, opposite Grand Central Depot. 600 Elegant rooms fitted up at a cost of one million dollars, at $1 and upwards per day. European Plan. Elevator. Restaurant supplied with the best. Horse cars, stages and elevated railroad to all depots. Families can live better for less money at the Grand Union Hotel than at any other first-class hotel in the city.

SHE—What are you thinking of? He—Nothing. She—Egotist.

Hunt's [Kidney and Liver] Remedy is excellent in all of the diseases of females. For delicate women, no medicine equals it.

A celebrated doctor says that "Hunt's Remedy is a sure cure for heart disease, and there is no substitute for it."

NEVER eat soup that has a dead fly in it. Soup that will kill a fly cannot be safe.

ONE TRIAL is sufficient to convice the most skeptical of the invaluable and unfailing efficacy of *Madame Zadoc Porter's Curative Balsam* for the cure of Colds, Coughs, Horseness, shortness of Breathing, Asthma, Difficulty of Breathing, Huskiness, Tickling in the Throat, &c. Has been in use over forty years. Price, 25, 50, and 75 cents per bottle.

ALWAYS laugh at your own jokes. If you want anything done well, do it yourself.

I was troubled with Chronic Catarrh and gathering in my head, was very deaf at times, had discharges from my ears, and was unable to breathe through my nose. Before the second bottle of Ely's Cream Balm was exhausted I was cured, and to-day enjoy sound health.—C. J. CORBIN, 923 Chestnut st., Field Manager, Philadelphia Pub. House, Pa. See adv't.

MENNY people are like an egg—too full of themselves to hold ennything else.

Glenn's Sulphur Soap heals and beautifies, 25c.
German Corn Remover kills Corns, Bunions, 25c
Hill's Hair and Whisker Dye—Black & Brown, 50c.
Pike's Toothache Drops cure in 1 Minute, 25c.

A PAPER that is always full of good points. A paper of needles.

DONT SUFFER COLD TO ACCUMULATE on cold until your throat and lungs are in a state of chronic inflamation. Attack the first symtoms of pulmonary irritation with Hale's Honey of Horehound and Tar and achieve an easy victory. Sold by all Druggists at 25c., 50c., and $1.

We must tell of the great specific—Hunt's [Kidney and Liver] Remedy. It never fails to cure Diabetes, Dropsy, Bright's Disease, etc.

PERSONAL.

"Deeds are better than words."

HUNT'S (Kidney and Liver) REMEDY has saved from lingering disease and death, hundreds who have been given up by physicians to die.

"Time and tide wait for no man."

HUNT'S (Kidney and Liver) REMEDY *cures* all Diseases of the Kidneys, Bladder, Urinary Organs, Dropsy, Gravel, Diabetes, and Incontinence and Retention of Urine.

"Strike the Iron while it is hot."

HUNT'S (Kidney and Liver) REMEDY quickly induces the Liver to healthy action, removing the causes that produce Bilious Headache, Dyspepsia, Sour Stomach, Costiveness, Piles, &c.

"Honesty is a strong staff to lean upon."

HONEST TESTIMONY.

Over 70 Years Old.

Col. Benjamin S. Hazard, of Warwick, R. I., over 70 years old, suffered for 15 years with a terrible kidney and bladder difficulty. He was persuaded to try HUNT'S [Kidney and Liver] REMEDY. In less than a week the excruciating pains left him and have never since returned. Mr. Hazard recommends HUNT'S [Kidney and Liver] REMEDY to every one similiarly afflicted, with the greatest confidence in its power to cure.

"Use wealth generously."

School Teacher.

Mr. H. L. Soper, principal of the High School at Poquonock, Ct., says:—"My kidneys became weak and sluggish. Finding relief in HUNT'S [Kidney and Liver] REMEDY, I continued its use until I had used four bottles, when I became well."

"Economy is the household mine."

Decided Benefit.

Mr. Hiram Franklin, of Naugatuck, Conn., contracted a disease of the kidneys. Not finding any help, as a last resort he began taking HUNT'S [Kidney and Liver] REMEDY. The first bottle giving decided benefit. He continued its use until he had used three bottles, when all trouble disappeared.

$1.25 AT DRUGGISTS.

TAKE NO OTHER.

Send for Illustrated Pamphlet of Solid Testimonials of Absolute Cures.

HUNT'S REMEDY CO., Providence, R. I.,

C. N. CRITTENTON, General Agent, New York.

HOME ITEMS AND TOPICS.

—"All your own fault
If you remain sick when you can
Get hop bitters that never—Fail."

—The weakest woman, smallest child, and sickest invalid can use hop bitters with safety and great good.

—Old men tottering around from Rheumatism, kidney trouble, or any weakness, will be made almost new by using hop bitters.

My wife and daughter were made healthy by the use of hop bitters, and I recommend them to my people.—Methodist Clergyman.

Ask any good doctor if hop
Bitters are not the best family medicine
On earth!!!

—Malarial fever, Ague and Billiousness, will leave every neighborhood as soon as hop bitters arrive.

—"My mother drove the paralysis and neuralgia all out of her system with hop bitters."—*Ed. Oswego Sun.*

Keep the kidneys healthy with hop bitters and you need not fear sickness.

—The vigor of youth for the aged and infirm in hop bitters!!!

—"At the change of life nothing equals Hop Bitters to allay all troubles incident Thereto."

—"The best periodical for ladies to take monthly, and from which they will receive the greatest benefit is hop bitters."

—Thousands die annually from some form of kidney disease that might have been prevented by timely use of hop bitters.

—Indigestion, weak stomach, irregularities of the bowels, cannot exist when hop bitters are used.

A timely * * * use of hop
Bitters will keep a whole family
In robust health a year at a little cost.

—To produce real, genuine sleep and childlike repose all night, take a little hop bitters on retiring.

None genuine without a bunch of green Hops on the white label. Shun all the vile, poisonous stuff with "Hop" or "Hops" in their name.

SAMPLE BOOK FREE! containing 51 samples of new card for 6 cts. to pay postage. CENTERBROOK CARD CO., Centerbook, Ct.

6 CENTS For 51 new chromo, scrap & gold edge cards. ESSEX CARD WORKS, Ivoryton, Conn

20 New Scrap Picture Agents Album of 40 Card Samples for 10c. Steam Card Works Hartford, Ct.

The Study of Political Economy;

HINTS TO STUDENTS AND TEACHERS.

By J. LAURENCE LAUGHLIN, Ph.D.,

Assistant Professor of Political Economy in Harvard University.

CONTENTS.—Chapter I. Our Civil War the Cause of a New Interest in Economics.—Chapter II. The Character of Political Economy as a Study.—Chapter III. The Disciplinary Power of Political Economy.—Chapter IV. The Relations of Political Economy to the Law, the Ministry, and Journalism.—Chapter V. Methods of Teaching Political Economy.

A brief, concise, and very practical text-book for the student and teacher. Technical terms avoided. Convenient size for class use. Contains a valuable list of books for teacher's library, selected from the best English, French, and German authors.

Introductory price, 80 cents.

Specimen copy sent, post-paid, to any teacher for examination on receipt of the introductory price.

D. APPLETON & CO., Publishers, New York, Boston, Chicago, San Francisco.

THE ONLY PHYSIOLOGY PUBLISHED,

Suitable for Primary and Intermediate Grades, is

OBJECT LESSONS ON THE HUMAN BODY.

By MISS S. F. BUCKELEW, AND MISS M. W. LEWIS.

Teachers' Edition, 12mo., Illustrated, 75c. per Copy. Pupil's Edition 12mo. Illustrated, 40c. per Copy.

Under the N. Y. State Temperance Law, this book has been adopted in the following places:—Albany, Cohoes, Saratoga Springs, Kingston, Yonkers, Middletown, Binghamton, Elmira, Batavia, Lockport, Albion, Flushing, Rye, Sing Sing, Stapleton, and a large number of other important towns in the State.

A. LOVELL & CO., Publishers, 16 Astor Place, N.Y.

NEW BOOKS

PUBLISHED BY

LEACH, SHEWELL & SANBORN,

87 Franklin Street, Boston.

743 Broadway, N. Y.

Brands' Lessons on the Human Body.	50c.
" Health Lessons for Beginners,	.30c.
Gilbert's School Studies in Words,	.25c.
The Scholar's Spelling Blank, per doz.	.54c.
The Scholar's Gem Book, 55 pages	.10c.
Wells' Academic Algebra	$1.08.
" Pane and Spherical Trigonometry,	1.25.

OTHER NEW WORKS IN PREPARATION.

CORRESPONDENCE SOLICITED.

THOMPSON, BROWN & CO., 23 Hawley Street, Boston.

ANNOUNCEMENT!

We have just published

ELEMENTARY POLITICAL ECONOMY,

Designed for High Schools and Academies.

By A. B. MESERVEY, Ph.D.,

Principal of New Hampton Literary Institution, New Hampton, N. H. Author of a Treatise on Book-keeping.

A copy will be sent on application, with view to introduction, on receipt of the postage, **30** cents.

CHARLES De SILVER & SONS,

No. (G) 1103 Walnut Street, Philadelphia,

PUBLISHERS OF

INTERLINEAR CLASSICS.

"We do amiss to spend seven or eight years merely scraping together so much miserable Latin and Greek as might be learned otherwise easily and delightfully in one year."—MILTON.

Virgil, Cæsar, Horace, Cicero, Sallust, Ovid Juvenal, Livy, Homer's Iliad, Gospel of St. John and Xenophon's Anabasis, each, to Teachers **$1.80.**

Clark's Practical and Progressive Latin Grammar; adapted to the Interlinear Series of Classics, and to all other systems. Price, to Teachers, **$1.10.**

Sargent's Standard Speakers, Frost's American Speaker, Pinnock's School Histories, Lord's School Histories, Manesca's French Series, etc.

☞ *Sample pages of Interlinears free.* Send for terms and new catalogue of all our publications.

NOW READY!

EDUCATIONAL

TOY MONEY FOR SCHOOLS.

Any denominations in bulk as wanted.

Send for Special Circular.

MILTON BRADLEY CO.,

Springfield, Mass.

McShane Bell Foundry,

Finest Grade of Bells.

CHIMES AND PEALS for CHURCHES, SCHOOLS, &c. Send for Price and Catalogue. Address, H. McSHANE & CO. Mention this paper. Baltimore, Md.

BUY THE BEST,

But don't buy until you have seen

STANFORD'S

Size 52 x 60 inches.

CELEBRATED

WALL MAPS.

IMPORTED ONLY BY

HARRIS, ROGERS & CO.

36 Bromfield Street, Boston.

Send for circular. *Room 4*

WORK FOR ALL! $5 to $8 per day easily made. Costly outfit FREE. Address O. P. VICKERY, Augusta, Maine.

A Manual of Teaching.

—THE—

PRACTICAL TEACHER

VOL. VIII. SEPT. '84 TO JUNE '85.

One large octavo volume, 188 pp., heavy laid paper, extra cloth. Price **$1.25.** Nearly ready.

Orders for copies may now be sent in. 500 copies already ordered. Adopted by one of the largest counties of Pa. Will be ready for delivery about Dec. 1, 1885.

E. L. KELLOGG & CO., 25 Clinton Pl., N. Y.

BARNES' BRIEF HISTORY SERIES.

United States,	Renewed and Beautified, $1.00	Mediæval and Modern,	Peoples, $1.00
France,	1.00	Greece,	.75
The World,	1.60	Rome,	1.00
Ancient Peoples,	1.00	Berard's England,	1.25

FOR HOUSEHOLD AND REFERENCE.

Barnes' Popular History of the United States. One volume, 800 pages, 8vo. Cloth, 320 Wood and 12 Steel Engravings. Price, $3.50.

☞ Any of above mailed postage paid for examination on receipt of price.

☞ For Catalogue of over 300 School Publications, address,

A. S. BARNES & CO., Publishers, 111 & 113 William Street, New York.

BOOKS which Teachers must have

CHILDRENS' HOUR.
By MRS. M. B. C. SLADE. Containing Dialogues Speeches, Motion Songs, Tableaux, Charades, Blackboard Exercises, Juvenile Comedies, etc., for Primary Schools, Kindergartens, and Juvenile Entertainments. 1 vol., 16mo. boards. Price, 50 cts.

EXHIBITION DAYS.
By MRS. M. B. C. SLADE. Dialogues, Speeches, Tableaux, Charades Blackboard Exercises, etc., adapted to scholar in the Common, Grammar, and High School 1 vol., 16mo, boards 50 cents

NATIONAL KINDERGARTEN SONGS AND PLAYS.
Written and collected by MRS. LOUISE POLLOCK, Principal of National Kindergarten Normal Institute, Washington, D.C. 1 vol., 16mo, boards. Price, 50 cts.

CHARADES AND PANTOMIMES.
For School and Home Entertainment; with additions by OLIVER OPTIC. 1 vol., 16mo, boards. Price 50.

POPULAR AMUSEMENTS.
For School and Home, with additions by OLIVER OPTIC. 1 vol., 16mo, boards. Price, 50 cts.

THE NEW DIALOGUES.
By C. M. BARROWS. 1 vol. 16mo., boards. Price 50 cts.

MANUAL OF GYMNASTIC EXERCISES.
By SAM'L W. MASON, Supervisor of Boston Schools. 1 vol., 16mo. Price, 40 cts.

Any of the above sent by mail, postage paid, on receipt of price.

HENRY A. YOUNG & CO.,
55 Franklin St., Boston.

AGENTS FOR Dennison's Plays Send for Catalogue. Best variety of this class of books in the country.

SCHOOL BOOKS WANTED

Superintendents or Teachers having on hand any superfluous SCHOOL BOOKS can obtain for them Standard, Miscellaneous, Reading on advantageous terms by addressing,

DANIEL VAN WINKLE,

88 Chamber Street, N. Y

Publisher of

Campbell's Reading Spellers,
Allen's Composition Books,
Continental Readers,
Continental Copy Books,
Continental Physiology,
Economic Class Records,
Cambell's Combination Blanks.

Send for Catalogues, Etc.

ALLEN'S FORTY LESSONS

—IN—

BOOK-KEEPING,

CLEAR,—CORRECT,—CONCISE.

Endorsed and used by best Educators. Any Teacher and Pupil can understand it.

Price, **$1.50.** Introduction Price, **$1.00.**

Six Specimen lessons sent free.

Geo. Allen,

Agents Wanted. **Newbern, N. C.**

TEACHERS, STUDENTS and GENERAL READERS OF

FRENCH BOOKS

should send for the general catalogue of

WILLIAM R. JENKINS, 850 Sixth ave., N.Y.

His own reprints are excellent, cheap, pure interesting and pretty; and all good for schools.

PRANG EDUCATIONAL COMPANY.

Publishers and Dealers in Drawing and Artists' Materials.

PUBLISHERS OF

Prang's American Text-Books of Art Education. A System of Drawing used in the leading Cities of the Country. This system has a wider adoption than all other systems united.

Prang's Natural History Series for Schools. Intended to be used as aids for Object Teaching.

Prang's Natural History Series for Children Intended to be used for Supplementary Reading.

Prang's Trades and Occupations. Splendidly Illustrated for Object Teaching.

Prang's Color Chart. For Teaching Color in Primary Schools.

(ADOPTED BY BOSTON SCHOOL BOARD.)

MANUFACTURERS OF

Prang's Drawing Models, Prang's School Pencils, Prang's School Compasses.

☞ For Catalogues and particulars, address

THE PRANG EDUCATIONAL CO., 7 PARK STREET, BOSTON.

180 WABASH AVENUE, CHICAGO.

COWPERTHWAIT & CO.

MONROE'S Readers & Spellers.	*PUBLISHERS,*
MONROE'S Supplem'y Readers.	628 Chestnut St.
MONROE'S Reading Charts.	PHILADELPHIA.
Business-Standard Copy-Books	
WARREN'S New Geographies.	
GREENE'S New Grammars.	15 Bromfield St.
POWELL'S Language Series.	BOSTON.
HAGAR'S Mathematics.	
BERARD'S New U. S. History.	
GOODRICH'S Child's History.	16 Astor Place,
ROYSE'S American Literature.	NEW YORK.
ROYSE'S English Literature.	
APPLETON'S Young Chemist.	153 Wabash Ave
PARKER'S Arithmetical Charts.	CHICAGO

ASTRONOMY.

DOOLITTLE'S Treatise on Practical Astronomy, as applied to **Geodesy & Navigation.** 8vo. cloth, - **$4.00**

WHITE'S Elements of Theoretical & Descriptive Astronomy. 8vo. cloth, 2.00

NORTON'S Treatise on Astronomy, Spherical & Physical. 8vo. cloth, 2.50

FELLOWE'S Astronomy for Beginners. Illustrated, 16mo cloth, - .50

Published and for sale by

JOHN WILEY & SONS,

Astor Place, New York.

Specimen pages gratis.

SOWER, POTTS & CO.,

PHILADELPHIA.

THE NORMAL EDUCATIONAL SERIES.

Dr. Brooks's Normal Mathematical Course.

1 Standard Arith. Course, in Four Books.

2. Union Arith. Course, in Two Books, combining Mental and Written.

Brooks's Higher Arithmetic.
Brooks's Normal Algebra.
Brooks's Geometry and Trigonometry.
Brooks's Philosophy of Arithmetic.
Manuals of Methods and Keys to the Above.
Montgomery's Nor. Union System Indust. Drawing.
Lyte's Bookkeeping and Blanks.

AN EDUCATIONAL CLASSIC. NOW READY.

THE PHILOSOPHY OF EDUCATION.

By T. TATE. Revised and Annotated by E. E. SHEIB, Ph.D., Principal of the Louisiana State Normal School. 1 vol. unique cloth binding, 336 pages. Price, **$1.00.**

This has long been a standard work in England. Though published many years ago, most of its teachings is in direct line with the New Education. Col. Parker strongly recommends it as one of the best books for teachers who desire to study the foundation principles. Our edition will be copiously annotated with reference to words, expressions, and ideas that have been replaced by better. This book was thought so valuable, that the Reading Circles of Ill. and Minn. have adopted it.

E. L. KELLOGG & CO., Educational Publishers, 25 Clinton Place, New York